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DOAK S. CAMPBELL

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Individualized Instruction in Junior Colleges

[EDITORIAL]

Individualization of instruction is a most prevalent theme in present-day educational literature. Attention has been focused on increased attention to the needs of the individual pupil by national organizations such as the American Council on Education, regional agencies, institutes such as the one held at the University of Chicago last July, as well as in the establishment or improvement of personnel work in many schools all over the country. A large number of junior colleges are devoting much attention to the subject, yet their published results are quite meager.

In Professor Eells's study of the junior college, five reports on stated purposes of the junior college are outlined. In McDowell's study of 1919 there was no stated purpose of "individual attention" given. In Koos's study, made in 1925, based on the catalogues of junior colleges and published articles and addresses, "individual attention" was sixth on the list. In another report, based on the reaction of parents to junior colleges, he found that the parents thought the junior colleges gave more individual attention to the student than the four-year college. In Whitney's study of 1927-28, "individual attention" was fifth

on the list. In the latest published study of the stated purposes of the junior college, made in 1930 by Campbell, "individual attention" is ranked second.

Student opinions have been taken into consideration in a few reports. When the advantages of the junior college were compared to those of the four-year institution, individual attention came second in the list of advantages favoring the junior college in a study made in California. Strangely enough, however, when student response was noted but no comparisons with the senior colleges were available, "individual attention" as an advantage to the junior college dropped to a low point. Again Professor Eells substantiates this with three reports from junior colleges where no comparative element entered; "individual attention" is a poor third in two of the three studies.

It should be kept in mind that the individualization of instruction is not limited to classroom work, but covers the whole field of guidance. Guidance embodies not only advice as to courses of study and vocations, but attention to the whole range of activities of the individual. Guidance has well been termed one of the functions of the junior col-

lege. Comparatively, the junior college has made a good showing in it.

Attention to the individual involves in the first place an admission that there are differences in students. This has been recognized by the break away from the old system of absolute requirements, valuable as they may have been in the past. This break away from the required course of study to electives, however, has brought a flood of course offerings which attempt not only to recognize the needs of the individual pupils, but to gratify special interests of instructors. Extreme election may have a tendency, as Judd has pointed out, to make the student too dependent upon curricular offerings, and not bold enough to strike out. He has suggested larger classes, broader courses, and more extensive reading in specific fields by different students. In this way it may be claimed that improved teaching may introduce more individual differences than the present extreme specialization, and may be better handled for the benefit of the individual.

The assumptions underlying individualization were presented at Chicago last summer by President Wilkins of Oberlin College. Strange as it may seem, the first assumption is that the college exists for the student. To admit this would naturally put the burden upon the college itself of seeing to it that the program of the college does not give too much weight to subject-matter or concern itself too much with the professional position of the teacher, but would see to it that the subject-matter is made for the student and that the teacher is the harmonizing force to bring the two together.

He also pointed out the tendency today toward intensive specialization on the part of the faculty; a nation-wide grouping or organization of teachers in subject-matter fields as contrasted to lack of organization by the same groups for student needs or student approach. It is interesting to note that this type of individualization did not originate with the teaching profession necessarily, but also with the administrators, especially as noted in handling personnel problems. It is hoped, however, that the separation of staff as between personnel problems and teaching problems will not give the faculty the feeling of being relieved of any responsibility outside the classroom.

This brings us again to the function of guidance. Attention to the individual has not necessarily improved with small classes or small student bodies. Small schools may fail where large institutions are successful; the school must recognize the creative ability, the initiative, and the responsibility of the student. The attack which the universities are making upon the problems of individual needs is a challenge to the junior college to make good in what is now recognized as one of its most important functions. We may be excelled in the field which is peculiarly our own; yet between the senior college and the junior college there should be no conflict, for the problem is great enough and the opportunity for real service apparent enough to demand the serious consideration of all types of institutions, so that each may profit by the work of the other.

JOHN W. BARTON

The Future of Lutheran Junior Colleges

ADOLPH CARL STRENG*

The great majority of prominent present-day educators in the United States seem to be agreed upon at least one point regarding the junior college, namely, that it is an institution which is here to stay. The private and denominational junior colleges have played an important rôle in this movement. Though there are yet more private than public junior colleges in the United States, the increasing enrollment in public junior colleges seems to point to the fact that they are fast gaining the supremacy, while many private junior colleges have already been closed and some others are scarcely eking out an existence. Several prominent educators are fully convinced that the time is not far distant when most cities will boast of a publicly supported junior college. This raises some important questions regarding the denominational junior colleges. Will the public junior college eventually affect the denominational junior college as the public elementary and secondary schools affected the private parochial schools and academies of the church? May anything be done to prevent this outcome? These are questions with which the educational leaders of the religious denominations must be concerned.

* Professor of Educational Psychology, Lutheran College, Seguin, Texas.

¹ Walter Crosby Eells, "Bibliography of Junior Colleges," *United States Office of Education Bulletin* (1930), No. 2.

² *The Junior College Journal* (January 1932), II, 235-48.

Whatever the other aims of the Lutheran junior college may be, one of its fundamental objectives must be to exert a positive Christian influence upon its students and to work in every possible manner for the religious welfare of the people who are supporting these institutions. Are these objectives being realized? This question induced the writer to investigate the present religious influences in the Lutheran junior colleges in the United States and Canada.

Methods of securing data.—A careful examination of more than two thousand titles in the *Bibliography of Junior Colleges*¹ prepared by Walter Crosby Eells and in the supplements published by him in the *Junior College Journal* showed that practically no references could be found which supplied information on the religious influences at these denominational junior colleges; therefore an extensive questionnaire was worked out.

The "Directory of the Junior College, 1932"² prepared by Doak S. Campbell lists twenty-two Lutheran junior colleges in the United States and Canada. The addresses of seven other Lutheran junior colleges in the same territory were obtained from other sources. The questionnaire was sent out to these twenty-nine Lutheran junior colleges in December, 1931. Answers were received from twenty-one of them, two of which have been temporarily closed. This discussion therefore is

based upon the replies from nineteen institutions.

Affiliation.—Eleven of these institutions, all of which are coeducational, are affiliated with the American Lutheran Conference; seven, two of which are coeducational and five for men only, are affiliated with the Synodical Conference; while one, which is for women only, is affiliated with the United Lutheran Church. As far as could be ascertained practically all of these junior colleges are parts of four- or even six-year institutions; it is to be remembered, however, that information presented here refers only to the two years of junior college work.

Accreditation and enrollment.—Of these nineteen institutions, thirteen are reported to be fully accredited. The enrollment for the year 1931-32 ranged from 8 to 146 students, with an average of 70 students. The Lutheran enrollment ranged from 8 to 120, with an average of only 53. The average enrollment at these nineteen Lutheran junior colleges has in one year advanced from 59 to 70, while the average Lutheran enrollment has increased from 47 to 53. During this same period the average private junior college enrollment in the United States has increased from 113 to 127 students, while the average public junior college enrollment has increased from 253 to 337.

Value of property and buildings.—The total value of property and buildings of these nineteen junior colleges as reported amounts to \$6,276,455; the average value per institution would therefore be approximately \$330,340. According to a rough estimate gained by comparing the total enrollment of the junior college and the academy of

sixteen of these institutions, approximately 46 per cent of this investment is made by the church for the junior college section of the work.

Income and cost per student.—The total income per year from all sources of thirteen of these institutions ranges from \$6,000 to \$60,000, with an average of \$29,558. The various church bodies in the same year supported sixteen of these institutions with a total of approximately \$228,368; the support ranged from \$500 to \$40,000, with an average of \$14,273. As stated above, in 1930-31 the average enrollment of Lutheran students at nineteen institutions was 47 students. Thus each Lutheran junior college student cost the church an average of \$303 at these institutions. If the investment made by the church in property and buildings is taken as approximately \$150,000 per junior college, and the interest as 4 per cent, an additional sum of approximately \$125 per year would have to be figured as a cost to the church per Lutheran junior college student.

In six Lutheran junior colleges which supplied the necessary data the total cost to the institution per earned semester hour varied from \$6.52 to \$16.93, with an average of \$10.79. The cost to the student for tuition for each earned semester hour varied from \$0.52 to \$4.80 with an average of \$2.83. It is interesting to note that in a study made by Frederick Eby and Benjamin Floyd Pittenger³ on financing sixteen public junior colleges in Texas, it was found that in 1927-28

³ Frederick Eby and B. F. Pittenger, "A Study of the Financing of Public Junior Colleges in Texas," *University of Texas Bulletin* No. 3126 (1931), p. 49.

and 1928-29, the average cost per registered semester hour was \$6.25. The charge to the student at these public junior colleges for tuition averaged \$3.73 per semester hour. These figures indicate that education cost the Lutheran junior colleges approximately \$4.50 more per semester hour than it did public junior colleges in Texas, while the student at these Lutheran junior colleges paid in tuition 90 cents less per semester hour than the student at the public junior college in Texas.

Faculty members.—These nineteen Lutheran junior colleges report a total of 193 instructors who devote a major part of their time to junior college work. The number ranges from two to thirty with an average of ten instructors; therefore these institutions have an average of one instructor to seven students; a large number, however, also teach subjects in the academy. A total of 181 of the 193 instructors are members of the Lutheran church and 70 of these are ordained Lutheran pastors. While sixteen of the presidents, deans, or registrars who answered the questionnaire felt that some aspect of religion was being taught by every teacher in every subject at their institution, three others stated quite definitely that they felt that this was not the case.

Supervision of religious activities.—It is quite surprising to find that only four of the nineteen Lutheran junior colleges have a special committee on religious activities. Would not such a committee, composed of the proper individuals, be valuable at every denominational junior college for the purpose of guiding and supervising a well-rounded program of religious activities? Would it not also be of value to have several of

the more mature students on this committee? At the head of such a committee should be the dean of religion. Only nine of the nineteen Lutheran junior colleges have a dean of religion. The office of the dean of religion should be of greater importance at a Lutheran junior college than any other deanship, for some definite person must be responsible for the general guidance of the religious life of the students.

Religious courses.—These nineteen Lutheran junior colleges offer a total of 43 definitely religious courses. The number of courses offered at each institution ranges from one to six year-courses, while on the average two year-courses are offered. Of seventeen institutions which gave the necessary information, eight reported that their religious courses are fully accredited with the state, while nine reported that they are not. The majority of junior colleges make one course in religion compulsory each semester for all Lutheran students, while at one institution courses in religion are not compulsory for any student. The religious courses at thirteen Lutheran junior colleges are considered to be of a general nature for all students, at three institutions they are strictly proseminary or prepare definitely for parochial-school teaching, while at two institutions the same courses serve both the non-proseminary and the proseminary students.

When considering the courses in religious subjects which are offered, it is found that a great diversity of subject-matter is presented. There are 16 courses offered in Lutheran church doctrine or symbolics, 10 courses in church history, 9 courses on the introduction to Biblical

books, 5 courses in Biblical history, 3 courses in Christian ethics (only 2 of the 19 institutions offer a course in general ethics), 3 courses in religious education, 2 courses in Biblical antiquities, and one each in Christian hymnology, the Life of Christ, and practical Christianity. A study of the curricula at these institutions may lead one to the conclusion that seemingly some of the private junior colleges have in late years been so eager to meet the requirements of the state and national associations for accreditation that their specifically religious purpose has frequently not been properly emphasized; besides, it is hardly possible that almost any sincere and successful Lutheran pastor, who is suddenly transferred from congregational activities into a Lutheran junior college, will know without specific training and study just what specific religious courses are the best to be offered at the junior college level.

Different groups to be served.—Studies recently made by such American educators as Eby, Koos, Smith,⁴ and others point to the fact that the junior college may become a part of a unified four-year upper secondary school, which will consist of the traditional junior and senior years of high school and the traditional freshman and sophomore years of college. This would mean that different and yet definite four-year curricula, especially along religious lines, must be worked out;

⁴ Frederick Eby, "Should the Junior College Unite with the Senior High School?" *The Nation's Schools* (February 1929), III, 33-38; L. V. Koos, *The American Secondary School* (Ginn and Company, 1927); William A. Smith, *Secondary Education in the United States* (The Macmillan Company, 1932).

first, for those students who are going on to universities for degrees; secondly, for those students who are going on to professional schools such as theological seminaries; and finally for those students (and they should eventually make up the largest proportion) who expect to complete their education at the four-year junior college level.

Practical religious education.—The question as to what religious courses are to be offered in the junior college must be considered from a most practical side. What religious courses will be of most direct and immediate value to the Lutheran congregations, i.e., the constituency which is paying large sums of money for the establishment and upkeep of these institutions? Unless this phase of Lutheran junior college work is much more definitely emphasized, the future of these colleges seems to be doomed. Already a number of pastors from various congregations write: "You will hardly be able to interest any students in our community for your Lutheran junior college since we have a strong public junior college in our midst."

As long as the Lutheran junior college does not have something very distinct and practical to offer to its constituency, as long as it is largely a duplication of what public junior colleges have to offer, the Lutheran junior college has no right to exist. In a college for which the church is paying, the pre-medical or pre-law or classical language or any similar courses are not the most important, but rather courses which train for practical church work, such as courses on methods in the church and Sunday school, courses on leadership in the organi-

zations of the church, a course of training for congregational officers, courses on missions, evangelism, church finance, American church history, and the like.

Is it just to the constituency of the church if a Lutheran junior college has three or four science teachers and students may pick one of two or three science courses, while there is only one teacher of religion and only one religious course offered to all students, although they have entirely different objectives? There should be sufficient elective courses in religious subjects so that the student may select that phase of church work in which he is specifically interested. These courses should be so carefully worked out that they will be academically on a par with the courses offered in any other department of the college. There is no reason whatever why the average Lutheran junior college should aim to compete with state institutions in student activities, why they should try to satisfy every whim and desire of students who are preparing for secular callings, until the Lutheran junior college is first of all serving the church and congregational life to the best advantage.

Convocation and chapel.—At thirteen Lutheran junior colleges religious convocations are conducted on an average of five times a week, in one junior college only once a week, while five Lutheran junior colleges have no convocations but substitute a morning devotion period. The programs at these thirty-minute convocations usually consist of hymns, Scripture reading, a devotional address or sermonette, and prayer. Special music or at times a special speaker bring about the only variety into the program.

At nine junior colleges the attendance at convocations is compulsory; at five it is not. Fourteen institutions report an average attendance of about 90 per cent; the attendance seems to be about as regular where it is not compulsory as where it is. Only six of these junior colleges have a real chapel in which to conduct their religious convocations, while the rest use an ordinary assembly room.

Student religious organizations.—The small amount of information which could be gathered under this heading would indicate that not a great deal of religious influence may be exerted by means of student organization, but such would be an erroneous conclusion. It is true that by far the majority of the colleges which reported on this subject are not making much use of this important phase of student life. Two or three junior colleges, however, are exerting much religious influence through student organizations. Student religious organizations would seem to be the practical side of the religious life at the Christian college; they are the opportunities given to the students in which they may give expression, by thinking, speaking, singing, and doing, to the feeling, love, and devotion which have been aroused in their hearts. The majority of Lutheran junior colleges have only one or not any student religious organizations, while several have as many as five or six. Of the nineteen institutions, nine have a choir which devotes its time exclusively to religious songs. Luther leagues, mission societies, and Bible study groups are the other organizations most common.

Divine services and Sunday school.—At Lutheran junior colleges

the students have an opportunity to attend divine services at least once, at the majority of places twice, each Sunday. At fourteen institutions the services are attended in the local church, while at five institutions the services are conducted at least in part at the college chapel. At the majority of places the students take no special part in these services, while in a few cases they aid in rendering music. At thirteen institutions church attendance is compulsory at least for the Lutheran students, while six institutions do not attempt to force this matter. Of the nineteen junior colleges, seventeen report that they have no special student pastor. At eight of these colleges special Sunday-school classes are conducted for the students, usually by a member of the faculty, either at the college or at the local church.

Vocational interests of students.—Although many of the students at these junior colleges have not definitely decided what their vocation in life is to be, it may be gratifying for the church to note that more than half of all the Lutheran students at these nineteen junior colleges are preparing specifically for a religious calling. This high percentage is strongly influenced by the junior colleges of the Synodical Conference at which institutions practically all of the students are preparing either for parochial-school teaching or for the ministry. At the nineteen colleges under consideration, 300 students are preparing for parochial-school teaching, 273 for the Lutheran ministry, 7 for social service work, 3 for foreign mission work, 3 for deaconess work, and 2 for evangelistic work.

Conclusions.—If the denomina-

tional junior college is to serve its purpose and prosper in the future, some definite changes seem to be necessary.

A well-balanced curriculum must be worked out for a four-year institution, consisting of the traditional two upper grades of the high school and the first two years of college.

These institutions must be situated at the strategical points, where they will serve best the constituency of the respective denominations, so that the enrollment will be considerably increased; to serve this same purpose these junior colleges of the Lutheran bodies should be so placed throughout the United States that there would be no competition and much more co-operation.

The Lutheran educational system should then be made complete with several universities—two or three properly located in the United States would be sufficient at present—which would limit their work to the last two years of the traditional college and one to three years of graduate work leading to the various degrees.

The Lutheran junior college must state its aims and objectives more carefully and more precisely; these objectives must be definitely limited to serving the church, since the resources of the church make it impossible and impractical to compete with public junior colleges; these objectives must be clearly understood and appreciated by the members of the congregations, the constituency which supports these schools; and every person connected with these denominational junior colleges must sincerely strive fully to understand and carry out these aims and objectives.

The Holding Power of Junior Colleges

PAUL E. WEBB*

In connection with its survey of higher education in California, the Carnegie Foundation for the Advancement of Teaching made a study of the holding power of junior colleges in the state. A partial summary of the findings appears in the Foundation's *Report* submitted to the governor of the state on July 1, 1932. As a more detailed analysis of the data would undoubtedly be of value to those interested in the development of the junior college, the Carnegie Foundation has generously given the author permission to make use of the original data in the preparation of this paper.

The principal of each public junior college in California was asked to prepare for the Foundation a list of all the freshman students entering their respective junior colleges in the autumns of 1928 and 1929 and to indicate the following information about each such student: sex, status at time of entrance (recommended or non-recommended to the University of California by the high-school principal); duration in the junior college (less than one semester, one semester, two semesters, etc.); whether or not he graduated; whether or not he transferred to another institution; and if so, what institution; whether or not he obtained a position after leaving college; and if so, the nature of the position. Most of the information

requested was a matter of record at each institution. Evidence of a student's enrollment in another institution, however, frequently could not be checked. As issuance of a transfer was generally considered as sufficient evidence that the student had enrolled in another institution, the figures presented in this paper as showing the number of students transferring to college are probably slightly exaggerated. On the other hand, however, there are doubtless a considerable number of students who for economic or other reasons have temporarily suspended their education, but who will later transfer to college or university. The data on the obtaining of positions after leaving college were too meager to warrant tabulation.

This paper will be concerned with an analysis of the records of 12,022 students who entered thirty-one California junior colleges in the autumns of 1928 and 1929 (hereafter referred to as the classes of 1928 and 1929, respectively). Of this group 5,099 entered in 1928, and 6,923 in 1929, an increase of 36 per cent; 6,589 (55 per cent) were men; 5,433 (45 per cent) were women. In 1928, there were 2,056 (40 per cent) classified as of recommended status; in 1929, 2,410 (35 per cent) were so classified.

Table I summarizes the holding power of the junior colleges. The table should be read as follows: Of the 12,022 freshman students who entered California junior colleges in

* Staff Associate, Carnegie Foundation for the Advancement of Teaching, Glendale, California.

September 1928 and 1929, 10,640 (88.5 per cent) completed one semester, 9,162 (76.2 per cent) completed a second semester, 302 (2.5 per cent) transferred to some other college after one semester, and 50 (0.4 per cent) of the one-semester

fourth (28 per cent) graduate, less than one-fifth (18.5 per cent) graduate and transfer to some other institution. Almost as many (17.0 per cent) transfer to other institutions without actual junior college graduation.

TABLE I
HOLDING POWER OF CALIFORNIA JUNIOR COLLEGES, BY CLASS

Record	Students Enrolled		Transferred to Other Colleges		Still Attending Junior College	
	Number	Percentage	Number	Percentage	Number	Percentage
<i>Entire Group</i>						
Enrolled September 1928, 1929.....	12,022	100	...	...	...	...
Completed one semester.....	10,640	88.5	302	2.5	50	0.4
Completed two semesters.....	9,162	76.2	902	7.5	76	0.6
Completed three semesters.....	6,488	54.0	199	1.7	142	1.2
Completed four semesters.....	5,571	46.3	637	5.3	786	6.5
Graduated.....	3,345	27.8	2,224	18.5	198	1.7
<i>Class of 1928</i>						
Enrolled September 1928.....	5,099	100	...	...	...	...
Completed one semester.....	4,513	88.5	131	2.6	18	0.4
Completed two semesters.....	3,913	76.7	390	7.7	15	0.3
Completed three semesters.....	2,779	54.5	92	1.8	25	0.5
Completed four semesters.....	2,401	47.1	298	5.8	116	2.3
Graduated.....	1,678	32.9	1,182	23.2	50	1.0
<i>Class of 1929</i>						
Enrolled September 1929.....	6,923	100	...	...	...	...
Completed one semester.....	6,127	88.5	171	2.5	32	0.5
Completed two semesters.....	5,249	75.5	512	7.4	61	0.9
Completed three semesters.....	3,709	53.6	107	1.6	117	1.7
Completed four semesters.....	3,170	45.8	339	4.9	670	9.7
Graduated.....	1,667	24.0	1,042	15.0	148	2.1

students returned to their original college and were in attendance in the autumn of 1931. From this table we find that about one-ninth of the students drop out of college before the end of the first semester, and about one-fourth leave the junior college before the close of the second semester. Seven and one-half per cent of the original group transfer to some other institution at the close of the first year's work. The largest drop occurs at the end of the first year, slightly more than one-half completing three semesters' work. Of those who begin, less than one-half (46 per cent) remain for two years, a little over one-

The lower part of Table I shows comparisons for the classes of 1928 and 1929. The holding power of the junior colleges as revealed by this table shows little variation for these two classes and indicates the high reliability of the data. However, the figures are significantly different as regards: (1) the percentage of students graduating, and (2) the percentage of the four-semester students who are still in attendance. In the 1928 class, 33 per cent of the entering students have graduated, as compared with 24 per cent of the 1929 class. We find also that 9.7 per cent of the 1929 class who completed four semesters have returned

for a fifth semester, whereas only 2.3 per cent of the 1928 class who completed four semesters were still in attendance. These differences are due to the fact that there is a year's difference in time from the point of entrance of these two groups and that, whereas many of the members of the 1928 class undoubtedly obtained a diploma by remaining for a fifth or a sixth semester and were classified as graduates, many members of the 1929 class were still in the process when this study was made in the spring of 1932.

COMPARISON BY STATUS

Of the students who entered California junior colleges in the autumns of 1928 and 1929, 37 per cent were of "recommended" status. Table II shows significant differences in the length of time which

those of the recommended. Almost one-third of those who entered as recommended students, as compared with less than one-ninth of the non-recommended group, graduate and transfer to a four-year college or university.

COMPARISON BY SEX

Table III shows comparisons between the men and women students. Fifty-five per cent of students entering junior colleges are men. Throughout the two years the ratio remains practically constant, with a slight advantage to the women during the first year and to the men during the second. Men, however, evidently find it more difficult to meet graduation requirements, only 24 per cent of the original entrants graduating as compared with 32 per cent of the

TABLE II
HOLDING POWER OF CALIFORNIA JUNIOR COLLEGES, BY STATUS

Record	Students Enrolled		Transferred to Other Colleges		Still Attending Junior College	
	Number	Percentage	Number	Percentage	Number	Percentage
<i>Recommended Status</i>						
Enrolled September 1928, 1929.....	4,466	100	...	...	...	...
Completed one semester.....	4,159	93.1	105	2.4	16	0.4
Completed two semesters.....	3,835	85.9	440	9.9	22	0.5
Completed three semesters.....	2,851	63.8	63	1.4	41	0.9
Completed four semesters.....	2,595	58.1	255	5.7	208	4.7
Graduated	1,933	43.3	1,402	31.4	70	1.6
<i>Non-Recommended Status</i>						
Enrolled September 1928, 1929.....	7,556	100	...	...	...	...
Completed one semester.....	6,481	85.8	197	2.6	34	0.5
Completed two semesters.....	5,327	70.5	462	6.1	54	0.7
Completed three semesters.....	3,637	48.3	136	1.8	101	1.3
Completed four semesters.....	2,976	39.4	382	5.1	578	7.7
Graduated	1,412	18.7	822	10.9	128	1.7

students entering with recommended status remain in college when compared with those entering with non-recommended status. From the very beginning and continuously throughout the two years the ranks of the non-recommended students are thinned more rapidly than are

women. Considering these same figures from another angle, we note that only 50 per cent of the men who complete four semesters graduate, as compared with 71 per cent of the women.

One might suppose that the cause would lie in the great predominance

of non-recommended men (70 per cent of entering men are of non-recommended status, as compared

Table V shows the higher institutions to which junior college students transfer after graduation. It

TABLE III
HOLDING POWER OF CALIFORNIA JUNIOR COLLEGES, BY SEX

Record	Men		Women		Percentage of Men
	Number	Percentage	Number	Percentage	
<i>All Students</i>					
Enrolled	6,589	100.0	5,433	100.0	54.8
Completed one semester	5,795	87.9	4,845	89.2	54.5
Completed two semesters	4,980	75.6	4,182	77.0	54.4
Completed three semesters	3,655	55.5	2,833	52.1	56.3
Completed four semesters	3,095	47.0	2,476	45.6	55.6
Graduated	1,587	24.1	1,758	32.4	47.4
Graduated and transferred	1,036	15.7	1,188	21.9	46.6
<i>Recommended Students</i>					
Enrolled	1,970	100.0	2,496	100.0	44.1
Completed one semester	1,814	92.1	2,345	94.0	43.6
Completed two semesters	1,676	85.1	2,159	86.5	43.7
Completed three semesters	1,279	64.9	1,572	63.0	44.9
Completed four semesters	1,167	59.2	1,428	57.2	45.0
Graduated	749	38.0	1,184	47.4	38.7
Graduated and transferred	529	26.9	873	35.0	37.7
<i>Non-Recommended Students</i>					
Enrolled	4,619	100.0	2,937	100.0	61.1
Completed one semester	3,981	86.2	2,500	85.1	61.4
Completed two semesters	3,304	71.5	2,023	68.9	62.0
Completed three semesters	2,376	51.4	1,261	42.9	65.3
Completed four semesters	1,928	42.7	1,048	35.7	64.8
Graduated	838	18.1	574	19.5	59.3
Graduated and transferred	507	11.0	315	10.7	61.7

with 54 per cent of the women). But a further analysis shows that this is not the case. Non-recommended men persist in junior college much better than do non-recommended women, about one-fifth of each group attaining graduation. Recommended men, however, persist but slightly better than do recommended women, but they make a much poorer showing in meeting graduation requirements.

TYPES OF INSTITUTIONS

Table IV shows that the holding power of the district junior colleges is greater than that of the departmental¹ junior colleges.

¹ Sometimes called "high-school type," or "high-school departmental type."

is noteworthy that a little more than one-half of junior college

TABLE IV
HOLDING POWER OF CALIFORNIA JUNIOR COLLEGES, BY TYPE

Record	District Type		Departmental Type	
	Num-ber	Per-centage	Num-ber	Per-centage
Enrolled	10,189	100.0	1,833	100.0
Completed one semester	9,080	89.1	1,560	85.1
Completed two semesters	7,850	77.0	1,312	71.6
Completed three semesters	5,625	55.2	863	47.1
Completed four semesters	4,833	47.4	738	40.3
Graduated	2,892	28.4	453	24.7
Graduated and transferred	1,905	18.7	319	17.4

graduates transfer to the University of California. Stanford and the

University of Southern California each receive about 8 per cent, the small liberal arts colleges in the state receive 12 per cent, 10 per cent go to the several state teachers colleges, 5 per cent leave the state, and 4 per cent continue their education in other types of institutions.

TABLE V

INSTITUTIONS TO WHICH JUNIOR COLLEGE GRADUATES TRANSFERRED

	Number	Percentage
Total	2,224	100.0
University of California.....	1,175	52.8
Stanford University	179	8.1
University of Southern California	177	8.0
Liberal Arts Colleges	264	11.8
Non-California Colleges and Universities	122	5.5
Other Institutions*	89	4.0

* Includes Business Colleges, Nurses Training Schools, Library Schools, and other institutions not granting an A.B. degree.

Of what significance are these data in determining the emphasis which should be placed upon the several functions of the junior college? The content of junior college catalogues, the public statements of administrative officers, and the classification of junior college students by the California State Board of Education (regular, provisional, vocational, special) give ample evidence that the primary emphasis has been on the "preparatory" function. It is acknowledged that the public persistently demands that the door of opportunity for future transfer to the university shall never be closed. Shall we therefore continue to place our major emphasis upon highly departmentalized, specialized courses paralleling those of the University of California when only slightly over one-third of the entering students eventually trans-

fer to a higher institution and when only approximately half of those reach the University of California? Are we to continue this practice when 63 per cent of the entering classes are of non-recommended status?

The evidence is overwhelming that the preparatory function of the junior college is not its primary one. When more than one-half of the original entrants drop out or transfer to other institutions before the completion of four semesters' work in the junior college, and when more than two-thirds do not continue beyond junior college with their education, it would seem clear that the needs of this much larger group should demand greater attention on the part of the junior college administrator. The alternative is not necessarily vocational work, although this should have an important and dignified place. The need would seem to be for that survey type of course which is now receiving so much attention in the lower divisions of such institutions as the University of Chicago, the University of Wisconsin, and the University of Minnesota.

The Carnegie Foundation, in its Report on State Higher Education in California, recommended that a "Curriculum for Social Intelligence," which should "give the student about to complete his general education a unitary conception of our developing civilization," should be the most important curriculum of the junior college. "The courses [of this curriculum] will tend to organize knowledge and intelligence for effective social behavior rather than for the intense and detailed mastery required for professional or avocational scholarship. They

will be comprehensive rather than intensive, presenting major bodies of important fact in their relations to each other in a whole, rather than resolving them into their precise details through minute analysis. . . . Certain aspects of civilized life, highly valued in cultured, social living, which are omitted or subordinated in the ordinary academic curriculum, will be added or made important."

As the majority of junior college students consider themselves potential university material, the opportunity for eventual transfer is always uppermost in the student's mind. Conformity to pattern both as to curriculum and to course has thus stood as a barrier to experimentation in the curriculum on the junior college level. There is no evidence that a student trained in such a curriculum for social intelligence would not be as adequately prepared as one who had conformed to a definite pattern. That there should be a selection at the end of the junior college period there can be no doubt. The comprehensive examination seems to offer some hope for the solution of the dilemma—adequate preparation for those who will go on with advanced work, and the opportunity for each individual to go on without sacrificing his general education on the altar of pre-professional specialized technical courses. That the comprehensive examination will probably play a large part in future educational planning is indicated by the attention which it has recently been given by the Association of American Colleges, the Institute for Administrative Officers of Higher Institutions, the Eastbourne (England) Conference on Examina-

tions, the state of Pennsylvania, and many individual colleges and universities.

CARNEGIE CORPORATION

A portion of the annual report of Dr. Frederick P. Keppel, President of the Carnegie Corporation of New York, is devoted to a discussion of future policies of the Foundation. The following extract will be of interest to those engaged in the junior college field:

Are some of the general interests thus far supported by this foundation and others approaching, if indeed they have not already reached, the area of diminishing returns? Are new opportunities arising, and where? To continue in a fixed routine sooner or later means sterility, as the whole history of philanthropy has shown. Clearly, changes must be made from time to time in the objectives of a foundation. Should such changes involve entering entirely new fields, hitherto unsupported, or should they be rather within fields in which experience has already been gained and with which the foundation is already identified in the public mind? The program for the enrichment of college libraries will furnish an example of the concrete form in which such questions present themselves to a foundation board. In this case, the corporation has made what it believes to be a successful demonstration of the wisdom of increasing the library resources of educational institutions through its program in the undergraduate colleges. Should it now transfer its activities to other educational institutions of somewhat similar type, as, for example, teachers colleges and normal schools, technical schools and junior colleges, or should it turn to entirely new interests, either inside or outside the library field?

Junior College Statutes in the Middle West

M. M. CHAMBERS*

The fourteen states which have expressly authorized the establishment of public junior colleges by local school districts fall readily into two geographic groups. Five of them lie along the southern border of the United States. California, Arizona, Texas, Louisiana, and Mississippi make up this group. The remaining nine states form a contiguous region in the upper Mississippi Valley, including Montana, North Dakota, Minnesota, Wisconsin, Michigan, Nebraska, Iowa, Kansas, and Missouri.

The earliest legislative authorization of public junior college work in this region was in Wisconsin. An act of 1911 empowered the board of normal-school regents to offer in any normal school instruction substantially equivalent to the first two years of a college course.¹ The normal-school regents did establish such work in the normal schools but subsequently abolished it on account of widespread criticism to

the effect that the normal schools were neglecting their original function and speedily becoming two-year colleges of liberal arts. The first legislation applicable to local public-school districts was an act of 1915 which authorized any city to establish a technical school or college as part of its public-school system after the resolution had been approved by the electors of the city.² It provided that such school or college might be placed under the control of the existing school board or under a special board created for the purpose. This act was re-enacted in substantially the same form in 1927.³ No such school or college in Wisconsin is now classified as a public junior college, and there are no public junior colleges in the state.⁴

Next in chronological order among the states of this group comes Montana. An act of 1917 authorized any accredited high school in the state to establish normal training courses for all school teachers or junior college courses or both.⁵ Junior college courses so established must conform to requirements prescribed by the chancellor of the University of Montana, and must be open to all qualified students who reside in the county free of tuition. None of the common-school funds may be used for junior college purposes until authorized by a vote of the qualified electors of the county affected. Montana now has but one public junior college,

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¹ *Laws of Wisconsin*, 1911, chapter 631, sec. 5 (sec. 406 a, subsec. 5, *Wisconsin Statutes*, 1911).

² *Ibid.*, 1915, sec. 490 m. Re-enacted 1917, chapter 578, sec. 2; 1919, chapter 679, sec. 24.

³ *Ibid.*, 1927, chapter 425, sec. 87 (Re-numbered Code, 40.59).

⁴ Doak S. Campbell, "Directory of the Junior College, 1932," *Junior College Journal* (January 1932), II, 235-48.

⁵ *Montana Laws*, 1917, chapter 114 (Revised Code, 1921, secs. 1302-1309).

the Northern Montana School at Havre, and it is a state institution rather than a local one.

Kansas also enacted public junior college legislation in 1917. The act provided that the board of education of any city of the first or second class or the board of trustees of any county high school might provide a two-year course in advance of the high-school work if authorized by the voters at a general election.⁶ This act also authorized the board of education of cities of the first or second class to levy a tax not exceeding two mills on the dollar, and the board of trustees of county high schools to levy a tax not exceeding one-tenth of a mill on the dollar, in addition to all other levies for the support of schools, for the support of junior colleges in whole or in part. This act provided for a popular election on the question of establishing the junior college, either at the request of the board of education or upon petition of two-fifths of the voters of the subdivision concerned; the expenses of the election to be paid by the board of education at whose request it was called. The State Board of Education was directed to prescribe the course of study and to make it approximately equivalent to the first and second years of accredited colleges. It was also authorized to approve the buildings, equipment, instructors, and instruction in junior colleges. This latter authority

was extended to cover private junior colleges as well as public institutions. An act of 1931 provides that existing provisions for the payment of high-school tuition out of public funds shall be construed as extending to the payment in like manner of tuition at the same rate in junior colleges.⁷ Kansas now has ten local public junior colleges.

Michigan also provided by statute for local public junior colleges in 1917. The first act authorized the board of education of any school district having a population of more than 30,000 to provide junior collegiate courses not exceeding two years in length.⁸ A subsequent act of 1923 amended the preceding act in two particulars.⁹ The required population base for the establishment of a junior collegiate department was reduced to 25,000 people, and it was further provided that the board of education in any school district of more than 250,000 people might establish advanced courses embracing four years of collegiate work and leading to appropriate degrees. This act enabled the City College of Detroit to become a four-year collegiate institution.

An act of 1927 changed the required population base for the establishment of a four-year college in any public-school district to 500,000 people.¹⁰ This clearly excludes any community in Michigan except Detroit. This act also added two new sections to the existing junior college act, detailing conditions under which junior college graduates might be granted state teachers' certificates. An act of 1929 again reduced the minimum required population for the creation of a junior college, to 18,000 people, and empowered the State

⁶ *Laws of Kansas*, 1917, chapter 283 (*Revised Statutes*, 1923, secs. 72-3301 through 72-3304).

⁷ *Laws of Kansas*, 1931, chapter 263.

⁸ *Michigan Public Acts*, 1917, No. 146.

⁹ *Ibid.*, 1923, No. 138.

¹⁰ *Ibid.*, 1927, No. 319, Part II, chapter 21.

Superintendent of Public Instruction to determine when the requirement was met.¹¹ Previous acts had made the last official United States census determinative of this question. An act of 1931 restored the minimum figure of 25,000 people, with the proviso that any city having a population of more than 14,000 and not more than 25,000 may establish a junior college upon the approval of a majority of the electors voting at any general or special election.¹² The question may be submitted to the voters by the board of education, either upon its own motion or upon its receipt of a petition containing the signatures of not less than 10 per cent of the registered voters of the city.

Another act of 1931 added a fourth section which provides that the board of education of any school district having power to establish a junior college may contract with the board of education of any other school district having 500,000 people or more in the same county and maintaining a college for advanced work, for attendance thereat of its residents who are qualified to a public junior college, and may pay the tuition of such students.¹³ Michigan had seven local public junior colleges in 1931.

In 1925 Minnesota authorized the school board of any independent or special school district to establish and maintain a department of junior college work to consist of not

more than two years beyond the high school, when such action is approved by a three-fourths vote of the people of the district concerned.¹⁴ This act legalized all existing junior colleges and gave the state department of education the same jurisdiction over junior colleges as it has over other departments of the public school system. An act of 1927 reduced the required vote from three-fourths to two-thirds and directed the school board on or before August 15 of each year to fix the rate of tuition, if any, to be paid by junior college students.¹⁵ This act further provided that any school district whose limits are co-extensive with those of a city of 50,000 people or more may establish a junior college either by the majority vote of all members of the school board, or when authorized by a majority vote of the electors of the district voting on the proposition. An act of 1931 authorized the school districts not maintaining a junior college to transport resident pupils to an adjoining or nearby district at public expense for the purpose of attending the junior college there maintained.¹⁶ In 1931 Minnesota had seven local public junior colleges, six of which had been established prior to the act of 1925 which legalized them. The seventh, at Duluth, was established under the new provisions of the act of 1927 above set forth.

Public junior college legislation in Iowa dates from 1927. In that year an act was passed empowering the voters of any school district assembled at the annual meeting or election to authorize the establishment and maintenance of one or more schools of higher order than an approved four-year high-school

¹¹ *Michigan Public Acts*, 1929, No. 925.

¹² *Ibid.*, 1931, No. 85.

¹³ *Ibid.*, 1931, No. 193.

¹⁴ *Laws of Minnesota*, 1925, chapter 103.

¹⁵ *Mason's Minnesota Statutes*, 1927, secs. 2992(1) through 2992(6).

¹⁶ *Laws of Minnesota*, 1931, chapter 247.

course.¹⁷ After such authorization the board of education was empowered, upon approval of the State Superintendent of Public Instruction, to establish the school, to be known as a public junior college, and to offer either one or two years of work in advance of that offered in an accredited four-year high school. The State Superintendent was directed to prepare and publish from time to time standards for junior colleges and to provide for their inspection. This act was amended in 1931 by the addition of the provision that no public junior college shall be established in any school district having a population of less than 20,000.¹⁸ The latter act was designed to check the tendency toward the founding of such institutions in localities having insufficient population and resources. Such a check was much needed in the late 1920's, and may again be useful, but present economic conditions probably make it superfluous. Iowa now has twenty-seven local public junior colleges, twenty of which have a total college enrollment of less than 100 students each.

In 1927 Missouri authorized any

public-school district maintaining a fully accredited high school to provide two-year college courses on the approval of and subject to the supervision of the State Superintendent of Schools.¹⁹ This act requires the board of education to determine as nearly as possible the per capita cost of such college courses and to file this information with its application to the State Department of Education. Resident students above the age of twenty and all non-resident students may be charged tuition fees at the discretion of the board of education. A district not maintaining a junior college is authorized to pay all or part of the tuition of resident pupils at junior college in any other district provided funds for this purpose are available above and beyond those needed to maintain its own schools. Missouri had eight local public junior colleges in 1931. This number of institutions is small in comparison with the eighteen private and denominational junior colleges found in the state.

North Dakota and Nebraska joined this group of states in 1931. The North Dakota act resembles the Minnesota junior college law discussed above. It authorizes the board of education of any special school district or any city having a population of more than 10,000 to establish a department of junior college work to consist of not more than two years beyond the high school, upon approval of two-thirds of the electors.²⁰ The State Board of Administration, which functions as a State Board of Education, is directed to prepare and publish standards for junior colleges and to provide for their inspection. The board of education is directed to

¹⁷ *Iowa Acts of 1927*, chapter 86, secs. 2 and 3. *Iowa Code*, 1927, sec. 4217, subsec. 8; sec. 4267-b1. Subsequent to writing the paragraph above it has been found that in 1923 a law was passed in Iowa requiring cities of over 20,000 inhabitants which maintained a junior college to charge tuition to cover fully the costs of instruction. See chapter 72, *Laws of the Fortieth General Assembly*, and W. C. Eells's *The Junior College*, p. 132.

¹⁸ *Iowa Acts*, 1931, chapter 93.

¹⁹ *Missouri Laws*, 1927, p. 437. *Revised Statutes of Missouri*, 1929, secs. 9413-9416 inclusive.

²⁰ *Laws of North Dakota*, 1931, chapter 246.

prepare on or before August 15 of each year the rate of tuition, if any, to be paid by all pupils in the junior college. North Dakota had no local public junior colleges in 1931. The statute was enacted principally for the purpose of authorizing the establishment of such an institution at Bismarck, the state capital. Two state junior colleges, at Bottineau and Wahpeton, have been in existence about a quarter of a century.

The Nebraska act of 1931 is the most comprehensive and detailed statute on this subject in any of the mid-Western states. Its sixteen lengthy sections make detailed prescriptions regarding the authorization, establishment, control, organization, curriculum, accreditation, and suspension of local public junior colleges, besides various provisions touching financial support, reports, and the conditions governing the matriculation and graduation of students.²¹ Recital of these details in full is not practicable here. A competent presentation and discussion of them has been made in an earlier number of the *Junior College Journal*.²² Here, mention of a few outstanding features will suffice.

In order to qualify under the law for the establishment of a junior college, a school district must have a total average attendance of two hundred or more pupils in high school, and an assessed valuation of not less than \$5,000,000. The legal procedure required for initial organization somewhat resembles that

prescribed by the comprehensive California law. The question must be submitted to the voters of the district after a petition calling for the election has been signed by 500 qualified electors, and, together with a similar petition signed by a majority of the members of the local board of education, has received the routine approval of the County Superintendent of Schools and the State Superintendent of Public Instruction. A favorable majority of 60 per cent of all votes cast is necessary to authorize the formation of a junior college district. The control of the junior college is vested in a board which is identical in membership with the local board of education, and the local superintendent of schools is designated president of the junior college.

The State Superintendent is authorized to suspend the institution whenever the average daily attendance falls below forty in any year after the second year of its operation, whereupon the county superintendent may sell its property and turn the proceeds into the treasury of the local school district wherein it is situated.

Support by taxation and by tuition fees is legalized, but tuition fees are not to exceed \$108 per year per student. The maximum tax levy for junior college purposes is two mills, and there is no provision for increasing it by a popular referendum. There is no provision for state aid, and the statute goes so far as to stipulate that junior colleges shall never apply for or receive any state funds. This provision is of no legal consequence, in view of the fact that one session of the Legislature cannot bind its successors, and consequently any sub-

²¹ *Nebraska Laws*, 1931, chapter 48.

²² Lindsay, Charles, "New Junior College Law in Nebraska," *Junior College Journal* (October 1931), II, 11-15.

sequent session has full power to appropriate state funds to junior colleges if it sees fit to do so. The junior college board is empowered to issue bonds for the purchase of sites and the erection and equipment of buildings, when authorized by a favorable 60 per cent vote. In 1931 Nebraska had three local public junior colleges, all having been in existence prior to the enactment of the new law. They were required to come under the statute by accomplishing the same procedure as is required for the establishment of a new junior college district.

In retrospect, it will be seen that the states of the upper Mississippi Valley which have enacted statutes governing the local public junior college already form a vast bloc of contiguous territory, and in view of the trend of the past two decades the future expansion of this territory may be expected. With few exceptions, the laws of these states have provided simple and sane requirements as to population and financial resources of junior college districts, and in most of them the local public junior college is well beyond the stage of doubt as to its usefulness and necessity in the state system of education. None of them has as yet provided for substantial financial aid out of state funds, as have California and Mississippi, but there are so many cogent reasons to be urged in favor of this practice that it will probably eventually be widely adopted.²³ At any rate, an interchange of opinions and experiences in this field

between the two groups of states mentioned at the beginning of this article should be mutually beneficial.

PRESIDENT ANGELL'S OPINION

The overlapping of secondary educational interests with those of the college division of the university is, in our country at least, for most institutions probably inevitable in this period in which we are living, and the supercilious attitude of those critics who would forthwith and ruthlessly prune away all such overlapping materials from the university-college program is born of an easy doctrinaire irresponsibility and not of a realistic contact with the factual situation. The venerable proposal to cut off the first two years of the university-college course, as a means of salvaging true university studies from corruption, has received much flattering lip service, but substantially no support in actual practice.—PRESIDENT JAMES R. ANGELL, Yale University, in an address before the New York University Conference of Universities, November 15-17, 1932.

THE EDUCATION INDEX

The first cumulated volume of the *Education Index*, covering references to the leading educational periodicals from January 1929 to June 1932, has just been published by the H. W. Wilson Company. References are given to 315 articles and other publications dealing specifically with the junior college field which were published during the two-and-a-half-year interval.

²³ This matter is discussed at pages 538-545 in Walter Crosby Eells's *The Junior College* (New York: Houghton - Mifflin Company, 1931).

Is the Junior College a "Guinea Pig"?

GEORGE F. MOTT*

Are we today, as junior college educators, trying to educate everyone and thereby educating no one? Are we passing those whose records are so incomplete as not to justify our failing them? Are we thinking of the junior college as merely an extension of the high school; as a sort of haven for those who are desirous of putting off the day when they will have to go to work; as a place to learn a little something, but nothing very definitely? Are existing junior colleges something upon which to make an experiment?

In the opinion of the writer, many junior college educators are actually looking upon this new institution as an experiment; in fact, many communities, some boards of education, and more than a few administrators seem to consider the junior college as a strange sort of experiment. Presumably its adolescence, or at least its adolescence in comparison to other institutions in our educational system, makes it fit for dissection and experimentation. Unfortunately, educators and laymen alike have too often dealt with this most recent movement in the educational world in much the same fashion as they would the dissection of a dog-fish, a toad, a turtle, or the proverbial guinea pig.

Is it necessary, however, to consider all new things as experiments? Is it necessary to consider the jun-

ior college as a strange, weird, eerie thing merely because it is new? In the opinion of the writer it is much better to look upon the junior college and the whole movement as something definitely good, but which like all things, new or old, is capable of improvement and development. The present somewhat prevalent attitude of the layman, who considers the junior college as an experiment, can be laid directly at the door of the average junior college educator; and the present attitude will continue just as long as educators think of the junior college as an experiment in educational development and as a place where the student can enjoy "the better things of life" a little longer with a little less work.

The average junior college will be nothing more than an experiment until junior colleges minimize experimenting and stress educating. Until this is done the junior college will be nothing more nor less than an indoor ball to be tossed about and occasionally batted into the farthest corner of the educational field, or mayhap into the grandstand of high-school education, where diplomas often stand for little, and where the spectators carry them off as souvenirs of no practical value.

Exactly what should the junior college be, then, and what should it do in order to be a real addition to the American educational system? The junior college should not be a

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glorified high school, but rather a specialist in lower-division collegiate education. It should be able to do the first two years of college work better than the large university for at least fifty per cent of the young men capable of continuing their studies beyond the senior year of high school. In a sense, then, it may be said that the junior college has a dual purpose; for it should serve as a specialist in lower-division education, and also as a selective agency for those students who desire to do advanced college or university work, but who, for one reason or another, failed to do satisfactory work in the high school. In addition, the junior college should provide an education for those who desire to benefit by the practical and cultural advantages offered by college education, but who desire to terminate their studies at the end of one or two years.

As a selective agency, the junior college is perhaps performing its most important mission; for from an academic standpoint, many possessors of high-school diplomas become college failures. The basic reason for this state of affairs lies probably in the fact that the average high-school student is not properly prepared to go to college because the average high school today specializes in mass education, where it serves up its mathematics, science, and language very much as a cafeteria serves up its meats and vegetables and desserts. As a result it is giving only a very hasty, rather superficial sort of education, the whole idea being "take it or leave it but you'll pass just the same." Some students, who lack intellectual fitness or industry or both,

leave it; and some of these are allowed to go on into college, for the teachers are unable to determine accurately, or in some cases even roughly, the student's fitness for higher education, and in consequence pass those whose records are too incomplete to justify the opposite action. A great many of these enter college in spite of college registrars. The barbed wire fences are up, but there are always numerous holes in these fences.

The colleges are not to blame. Perhaps the high schools are not to blame. Probably the fault lies in the parental doctrine of wanting to "send Willie to school so he won't have to work as hard as father." This may be said to be a typical American educational fallacy. How wrong it is, and yet how common! Accordingly, Willie goes to high school. He emerges therefrom, somehow, with an excellent, good, or indifferent record; and later, by one means or another, goes to college; then, somehow, he fails, or at least is put on probation until he is able to orient himself. Perhaps it is too late, or perhaps it is not; but in any event a good deal of time and money have been wasted because Willie has been "educated" under this false American educational philosophy.

The junior college, however, with the proper aims and objectives, can bridge the gap. The junior college should be able to do lower-division work better than the larger colleges and universities because the junior college can specialize in that particular phase of education; but in order to do this effectively the junior college should remain fairly small, and not develop into junior universities of several thousand

students. The junior college should do its work so well that it can serve as a measuring-stick of unquestionable accuracy. Furthermore the faculty should stress academic work above all else, and a special effort should be made to develop the student's native intelligence and natural ability, and to instill into every student a proper appreciation of the problems of life, including an understanding of those principles of character and culture that should set apart the man with a college education.

The junior college should pay special attention to the student's individual needs, for usually its students are in greater need of immediate and intimate contact and help than those entering the colleges and universities directly. The classes should be sufficiently limited in size to allow the greatest amount of personal contact between student and faculty. In brief, every student should be encouraged to "make himself" by the proper guidance.

In the writer's opinion it is a grave mistake to call the junior college merely an advanced part of our secondary educational system. Through over-zealousness we have already extended our secondary system to such an extent that we have allowed it to partially destroy its usefulness. The possessor of a high-school diploma has no longer a particular distinction, for the diploma has come to mean little more than four years (sometimes five) of exposure to an educational atmosphere. It is not unfair to say that, with few exceptions, practically all high-school administrators have one unwritten but inviolable law of administration: pass them along—we must get rid of them.

As junior college educators we must not allow the junior college to develop any such iniquitous code. We must not prostrate ourselves to the typical American educational philosophy of "sending Willie to school so he won't have to work as hard as father."

In conclusion, the junior college is not a dog-fish, a toad, a turtle, or a guinea-pig. It is not a thing to be dissected or experimented upon. Its newness does not justify any such action; for in truth it presents an extraordinary opportunity for administrations to meet a crying need for institutions that are not fettered by traditions nor hindered by custom or law. The junior college should be a real specialist in lower division college education; and so be a real addition to the educational system of the nation.

FOUNDER'S PORTRAIT PRESENTED

Cottey College, Missouri, has had the good fortune of being presented with an oil portrait of Dr. Virginia Alice Cottey Stockard, founder of the school. At a brief ceremony in the Cottey auditorium on the morning of October 7, the portrait was unveiled. The large assembly included representatives from the Supreme Chapter of P.E.O., from several P.E.O. chapters, from the Missouri Cottey commission and the Cottey board of trustees, and from the alumnae, as well as the student body, faculty, and staff, and many townspeople.

NEW JUNIOR COLLEGE

Notice has been received that a new junior college has been established at Henryetta, Oklahoma.

How Large Should a Junior College Be?

AUGUST DVORAK* AND N. L. MERRICK†

The precocious growth of the junior college during the thirty years it has been a part of our educational system has brought to our attention an important question: How large should a junior college be?

The *Junior College Directory*¹ lists 469 public and private junior colleges in the United States with 100,000 students in attendance. That this new educational institution is manifesting remarkable growth is evident. Whether that growth will display the lasting qualities of the sturdy oak or the ephemeral qualities of the mushroom will be determined in part by conditions over which the junior college has no control. It is conceivable that numerous changes in twentieth-century civilization might make the junior college more essential or entirely superfluous. Likewise it is conceivable that the type of institution provided by those in charge of its early development will enable it to grow and prosper or cause its eventual elimination. Junior college administrators can do little with respect to the conditions over which they have no control other than to watch the trends of the century and be guided by their

import. Junior college administrators, however, face squarely the responsibility for the measure of success of the institution which they develop. It is easily possible that friends of the junior college movement would welcome criteria which if satisfied would guarantee long-time success to present and contemplated junior colleges. It might be enlightening to examine data showing the present situation in the junior colleges of the United States.

In considering how large a junior college should be, evidence is needed concerning two things—enrollment and finances. In a recent discussion an attempt was made to develop criteria by means of which it might be determined whether or not the establishment of public junior colleges was feasible in different communities in Washington. The gist of those criteria was (1) are there enough students, and (2) are adequate funds available to make possible creditable post-high-school institutions. It is axiomatic that if the number of students is small, classes will necessarily be small, probably unstimulating, and the curriculum severely restricted. Likewise it is clear that if the number of students is small, unless the junior college is adequately endowed or unless the tuition is high, the inevitable limitation of funds will necessitate a curtailed offering, instructors' salaries will be low, and the institution will not meet the present high expectations of its

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¹ Doak S. Campbell, "Directory of the Junior College, 1932," *Junior College Journal* (January 1932), II, 235-48.

sponsors. The writers maintained that an enrollment of two hundred students and an annual budget of \$30,000 to \$40,000 (approximately \$200 per student per year) for operation and maintenance should be assured.² They attempted further to justify a minimum of 200 students by determining the total student-hour demand, the average instructor load, and the number of faculty members it would be possible to employ with such a student body. After reducing the minimum enrollment requirement from two hundred to one hundred fifty students, the Junior College Committee of the Washington Education Association in a recent meeting accepted in substance the Dvorak and Davidson criteria in its recommendations to the Washington Education Association Legislative Committee.

The *Directory of the Junior College, 1932*, prepared by Doak S. Campbell, Secretary of the American Association of Junior Colleges, presents data which must be extremely interesting to both the advocates and the critics of the junior college. In part these data are a record of its spontaneous growth; in part a commentary on the en-

thusiasm and optimism of its advocates. These data have been tabulated by the present writers in Table I, which deals with the enrollments, and Table II, which deals with the tuition, of the 469 junior colleges listed in the 1932 directory.³

Anyone interested in the sound and vigorous growth of the junior college, anyone interested in junior colleges which give the student variety in curricular offering and breadth of student contact, must view with distinct disfavor the nine private, eight religious, and two public junior colleges with enrollments of less than twenty-five students, unless they represent only a temporary condition. Such disfavor can be but slightly lessened by the fact that 52 per cent of the private, 50 per cent of the religious, and 27 per cent of the public junior colleges list enrollments of less than 100 students. If the recommendation of the Washington Junior College Committee that the junior college have a minimum of 150 students were applied, 68 per cent of the private, 66 per cent of the religious, and 44 per cent of the public junior colleges would not meet that requirement. If, however, the criterion set by Dvorak and Davidson were the standard, 75 per cent of the private, 78 per cent of the religious, and 60 per cent of the public junior colleges would be below standard. Of the 455 junior colleges operating in 1931-1932 whose enrollment was reported, 81 or 18 per cent enroll less than 50 students each, 196 or 43 per cent enroll less than 100 students each, 271 or 60 per cent enroll less than 150 students each, and 329 or 72 per cent enroll less than 200 stu-

² A. Dvorak and J. Davidson, "Junior College Feasibility in Washington," *Junior College Journal* (January 1932), II, 199-204.

³ In these tables "private junior colleges" are those which were listed as "private" without any qualification of that term. Whether the 106 junior colleges thus classified are under the control of private, profit-seeking individuals or corporations, the writers cannot say. Under "religious" were classified 182 junior colleges listed as being under the control of some religious organization. The 181 junior colleges classified as "public" were listed in the directory as under the control of the "public" or "state."

dents each. The following summary of enrollment is illuminating:

	Public	Private	Religious
Number reporting	179	100	176
Average enrollment	338	143	132
Median student enrollment	164	83	96
Maximum enrollment.....	4,751	800	622
Minimum enrollment.....	15	5	15

The disparity between the average and the median enrollments indicates that there are in each group

organization and operation of junior colleges with enrollments of less than fifty students. At the present time many high schools enrolling only that number of students are finding it impossible or impracticable to continue and are resorting to the larger consolidated or the union high school type of organization. That an institution which de-

TABLE I

NUMBER AND PERCENTAGE OF PRIVATE, RELIGIOUS, AND PUBLIC JUNIOR COLLEGES REPORTING VARIOUS STUDENT ENROLLMENTS, 1931-32

Student Enrollment	All		Public		Private		Religious	
	Num- ber	Cumulative Percentage	Num- ber	Cumulative Percentage	Num- ber	Cumulative Percentage	Num- ber	Cumulative Percentage
0-25	19	4	2	1	9	8	8	5
25-49	62	17	18	11	17	24	27	20
50-74	76	33	19	22	21	44	36	39
75-99	39	42	10	27	9	52	20	50
100-124	41	51	16	36	10	62	15	59
125-149	34	58	15	44	6	68	13	66
150-174	36	65	17	54	7	74	12	72
175-199	22	70	11	60	1	75	10	78
200-249	30	77	15	68	5	80	10	83
250-299	28	83	10	74	6	86	12	90
300-349	11	85	5	76	0	86	6	93
350-399	10	87	10	82	0	86	0	93
400-499	15	90	6	85	3	88	6	96
500-599	5	91	3	87	2	90	0	96
600-699	5	92	3	89	1	91	1	97
700-799	6	94	4	91	2	93	..	..
800-899	4	94	3	92	1	94	..	..
900-999	0	94	0	92	..	..	..	..
1000-1499	6	96	6	96	..	..	..	..
1500-1999	1	96	1	96	..	..	..	..
2000-2999	3	97	3	98	..	..	..	..
3000-3999	0	97	0	98	..	..	..	..
4000-4999	2	97	2	99	..	..	..	..
Not listed	14	100	2	100	6	100	6	100
Totals	469	..	181	..	106	..	182	..

a large number of small institutions. Whatever effect these small institutions may have on the junior college movement, other large and presumably excellent junior colleges have the effect of raising the average in each group to approximately twice the median enrollment.

The writers seriously question the advisability of undertaking the

mands a more varied and more expensive curricular offering can be successful with a small enrollment is highly questionable. Nor are the conditions much improved when a two-year junior college has 100 students in attendance. It seems obvious that many of the junior colleges now in operation are much too small for effective work or financial equanimity.

The data in Table II are less meaningful than are the data in Table I. Whether or not the different junior colleges have adequate funds for effective operation is not made clear by the data on amount of tuition charged. Many of the junior colleges have excellent endowments. In numerous cases present junior colleges have resulted from the reduction of small, old, inadequately endowed four-year colleges to two-year col-

	Private	Religious	Public
Number reporting	80	166	156
Average tuition	\$260	\$113	\$68
Median tuition	\$217	\$105	\$67
Maximum tuition*	\$1,400	\$500	\$300
Minimum tuition	0	0	0

* It should be noted that in case of the larger "tuitions" in many cases board and room as well as tuition are included in the single published charge.

After junior colleges are established, the enthusiasm which accompanies their birth gradually changes to concern as the institu-

TABLE II

NUMBER AND PERCENTAGE OF PRIVATE, RELIGIOUS, AND PUBLIC JUNIOR COLLEGES REPORTING TUITION, 1931-32

Tuition	Public		Private		Religious	
	Num- ber	Cumulative Percentage	Num- ber	Cumulative Percentage	Num- ber	Cumulative Percentage
None	57	31	3	22	3	2
Below \$50	12	38	2	24	18	12
\$50-\$99	27	53	11	15	56	42
\$100-\$149	49	80	15	29	61	76
\$150-\$199	8	85	7	35	13	83
\$200-\$249	2	86	6	41	8	87
\$250-\$299	1	86	3	44	3	89
\$300-\$349 .....	..	..	11	54	1	90
\$350-\$399 .....	..	..	8	62	1	90
\$400-\$449 .....	..	..	6	67	1	91
\$450-\$499 .....	..	..	2	69	1	91
\$500-\$599 .....	..	..	2	72	..	..
\$600-\$699 .....	..	..	2	73	..	..
\$700-\$799 .....	..	..	1	74	..	..
\$800-\$1,399 .....	..	..	..	..	..	..
\$1,400-\$1,499 .....	..	..	1	75	..	..
No report	25	100	26	100	16	100

leges. Endowments which were too small for four-year colleges may be sufficient to enable junior colleges to operate with moderate tuition charges or with none at all. A number of junior colleges enjoy subsidies from interested religious organizations. A number of public junior colleges are entirely tax supported. The chief purpose of Table II is to show the ranges of tuition charged in the different classifications of junior colleges. The following summary is of interest:

tion begins to experience "growing pains." As the junior colleges encounter problems of development, they become subject to exacting scrutiny. That they must demonstrate their financial and educational efficiency is inevitable. Naturally then, the quality and scope of the educational opportunities offered will be analyzed. How the small, poorly financed junior college, enrolling less than fifty or one hundred students, can meet the requirements which the public will

and should impose is a question. Already doubt is being expressed relative to the desirability of some of the junior colleges now established. It is being contended that the organizing and accrediting of small, improperly financed junior colleges is more likely to discredit the whole junior college movement than any other problem which confronts it. A recent discussion⁴ indicates an unusual trend in junior college affairs in Mississippi. Those concerned have seen fit to stipulate conditions for the organization and recognition of junior colleges which would tend to forestall unhealthy growth. A note of warning may be needed. An impartial survey which would determine the quality and scope of the educational offering and the source and extent of funds available in the various-sized junior colleges is in order. Then before new junior colleges are established, surveys should be conducted to determine accurately the number of students and the extent of the funds which would be available. The questions, "How large should a junior college be?" and "Will the proposed junior college be large enough for effective work?" might then be answered.

DEATH OF FOUNDER

W. R. Cross, a life-long resident of Arkansas, died at his home in Magnolia in November at the age of 78. Mr. Cross was the original promoter of the State Agricultural and Mechanical College at Magnolia. His untiring efforts led to its establishment in 1909.

⁴ S. L. Stringer, "Junior College Birth Control in Mississippi," *Junior College Journal* (October 1930), I, 12-15.

ENROLLMENTS IN TEXAS

Enrollment data for forty-two public and private junior colleges of Texas, compiled by the State Department of Education, show a total enrollment for the regular session of 1931-32 of 8,359. The total enrollment reported for the summer session of 1931 by the thirty-six institutions which maintained summer schools was 3,719. For the summer of 1932, however, the enrollment was considerably smaller, a total of 3,198 being reported.

Comparable figures are given below for the five principal groups of institutions—sixteen private and denominational colleges, seventeen municipal colleges, two state colleges, six private and denominational colleges for Negroes, and one municipal college for Negroes.

	Regular Session	Summer Session	
		1931	1932
Private	2,187	968	825
Municipal	4,060	1,324	1,011
State	1,323	830	834
Private, Negro.....	453	312	323
Municipal, Negro...	336	285	205

The largest enrollment in the regular session was reported by Houston Junior College, with 743 students; the largest for the summer session of 1932 was at John Tarleton, with 560.

BACK NUMBERS WANTED

The publishers of the *Junior College Journal* will pay fifty cents apiece for a limited number of copies of the November 1932 issue of the *Journal*. Anyone having copies of this issue available please notify Stanford University Press, Stanford University, California.

Johnstown Junior College after Five Years

STANTON C. CRAWFORD*

A stranger visiting the Johnstown Junior College of the University of Pittsburgh would be told much about the attainments of former students. This record is a source of satisfaction. The visitor would also be told something about the unique plan of organization and the personnel program that has been developed, but these matters have already been presented to readers of the *Journal* in two previous articles.¹

Some changes have of course been made. No students are now accepted from the lowest fifth of high-school classes, except rarely by examination. Indeed this year only 16 per cent were admitted from the fourth fifth. All of the others, except two students who were ad-

mitted from the lowest fifth following examinations, were from the upper three-fifths of their respective high-school classes. In the field of student activities, varsity sports have been replaced by a well-balanced intra-mural program. There have been few other changes in either organization or program since the earlier reports.

This year the Johnstown Junior College begins its sixth year of history with an enrollment slightly larger than that of either semester last year. An analysis of the records of students who were admitted during the five years now completed should give good evidence as to the extent to which this junior college is fulfilling the four main functions usually recognized as the work of junior colleges.

PREPARATORY FUNCTION

A study of the preparatory function, or the extent to which this junior college has been preparing students for transfer to higher institutions, would direct attention to groups of students who were admitted in the years 1927-28, 1928-29, 1929-30, and who have therefore had time to complete two years at Johnstown and transfer to other schools. The total number of students admitted during these three sessions was 475. An analysis of the individual records shows that 285 of these, or 60 per cent, have made transfer. They have attended or are attending 78 colleges, univer-

* Head, Johnstown Junior College of the University of Pittsburgh, Johnstown, Pennsylvania. This is the ninth in the series of articles on representative junior colleges. In each article the administrative head of the institution has been asked to solve in his own way the following problem: "An English-speaking educator from abroad knows nothing of the junior college but is anxious to learn as much of it as possible, in its various aspects, during a visit to the United States. Your institution has been suggested as a representative one for him to visit. Please state the features of greatest significance that you think he should observe in his visit to your college."

¹ Stanton C. Crawford, "Junior College as Extension of University," *Junior College Journal* (February 1931), I, 289; also "A Junior College Personnel Program," *Junior College Journal* (March 1932), II, 309.

sities, and technical schools scattered all over the country from Maine to Texas, from Michigan to Alabama, and from Virginia to California. One hundred sixteen of them have already graduated and two have completed Master's degrees.

It is believed this record would indicate to our hypothetical foreign visitor that the Johnstown Junior College is fulfilling any obligation it may be expected to have in sending students as acceptable transfers to higher institutions. There is no attempt to urge students to make transfer to the University of Pittsburgh or to any other college or university; on the contrary, students for whom further training may seem to be questionable are frequently advised not to continue. Successful transfer is doubtless encouraged through the fact that students are urged to make known from the beginning the name of the higher institution to which transfer will probably be made. Courses are then selected in such manner as to parallel so far as possible the courses that would be taken in the other school during a corresponding term of residence. Otherwise the work scheduled would be that of the freshman and sophomore years of the University of Pittsburgh in the curriculum chosen. The fact that credits earned by students of the Johnstown Junior College are regular campus credits of the University of Pittsburgh has doubtless aided junior college students in making transfer.

The success of these transfer students in scholarship upon the campuses to which they have transferred was reported in a preliminary way in the first article cited

above. A more complete statistical report will be published by Mr. C. Stanton Belfour, Assistant Director of the University Extension Division, probably during the current year. It may be said that aside from a period of adjustment covering a few weeks or months after transfer, Johnstown students make as good records in the other schools as they made in the junior college, and in many instances their records improve after transfer. General success as evidenced by participation in campus activities seems to be good. Of the 285 students who have made transfer, 172 took part in some student activities here and 140 took part in activities of the schools to which they transferred. Of these numbers, 67 who took part in activities here did not participate after transfer. On the other hand, 35 who had no activities here did participate in student affairs on the other campuses. Seventy-six did not participate in student activities at all. The activities in which students engaged in the other schools after transfer are so varied that not all can be listed here, but in general they may be grouped as follows, with number of students in each activity: Student Council, etc., 10; Band, orchestra, 11; Glee Club, 18; Dramatic Club, 15; Publications, 16; Social fraternities, 75; Professional clubs and fraternities, 25; Departmental clubs, 23; Athletic teams, 32; Y.M.C.A., Y.W.C.A., etc., 30; Class officers, dance committees, etc., 12; Literary society, 6. Outstanding among the honors attained in other schools by transfer students may be mentioned the following: Honorary fraternities, 33; Chosen as representative students ("Hall of Fame"), 7.

TERMINAL FUNCTION

Curricula complete in two years, and of a type that would be called terminal courses in many quarters, were offered by the Johnstown Junior College as an experiment in this part of the country both in 1930-31 and in 1931-32. These two-year curricula included courses in accounting and business, a survey-drafting combination, and an electrical-mechanical engineering combination. These were chosen after a thorough survey of the community, and course selections followed the suggestions of local business and industrial leaders. Although every effort was made to promote a thorough understanding of these courses, not enough students ever appeared to justify offering any of the classes. Even where financial ability was limited, students and their parents and other advisers seemed to feel that the two-year curricula represented unworthy goals, and that it would be better to take the regular work of the first two years with the hope of being able to complete the junior and senior years later, than to spend time on the special two-year curricula which did not lead directly into the junior and senior work. From this standpoint, it might be said that the Johnstown Junior College was not successful in its first venture of offering courses particularly designed to train students for participation in the business and industrial life of Johnstown and vicinity. It may be noted, however, that from the entire group of 475 students who entered the institution during the first three sessions, 104 or 22 per cent entered employment after leaving the junior col-

lege and without attending any other educational institution. Of these, 42, or 9 per cent of the total number of students and 40 per cent of the number entering employment, took up occupations more or less directly connected with the type of training obtained in the junior college.² For 81 others, or 17 per cent, who up to the present have neither transferred to other schools nor entered employment, or whose present status is unknown, the work taken in the junior college has not yet demonstrated its usefulness, except in a cultural sense. Many of these completed the two junior college years only last June. Doubtless a number of them will, as do many former junior college students who are now employed, continue their studies in the evening classes which are also conducted by the University of Pittsburgh in Johnstown.

This experience has tended to confirm the conviction that the general curriculum of the first two years is in itself a valuable "terminal" course, possibly as valuable in preparing for successful employment in business or industry as more specialized courses would be.

GUIDANCE FUNCTION

With reference to the guidance function, it is believed that much good work has been done. The type of personnel organization has not been changed from that described in the second article cited above. That the student failure rate is being continually reduced may be charged partially to the further improvement of this plan, but also to

² Five students of those who were admitted during the first three years have died.

the fact that the quality of the student body has been improving as noted above. The only advance made in the personnel system this year was in the more careful manner with which students were assigned, even before their enrollment as freshmen, to advisers who would work with them through the two junior college years.

POPULARIZING FUNCTION

That the Johnstown Junior College has had some success in fulfilling the popularizing function of the junior college has been evident from the first semester of its history. It is impossible to tell exactly how many students from the communities served by the junior college would have attended some college had the new institution not been available. The enrollment list at Johnstown always tabulates students from not fewer than forty high schools in five adjacent counties. Speaking for Johnstown proper, Superintendent James Killius writes:

It is safe to say that since the establishment of the Johnstown Junior College, twice as many students have found it possible to attend college as would have done so had the junior college not been established. During the last ten years our population has kept practically stationary. Our school attendance has increased 16 per cent, while our secondary-school attendance has increased 54 per cent. A further analysis of our high-school population reveals, however, that the real growth or expansion in secondary schools has been largely in the number taking up commercial or industrial courses. The college preparatory group has had a very small group comparatively. During this decade, however, the number entering colleges and normal schools has doubled. In fact, the number of

Johnstown students in attendance at the junior college alone at the present time is equal to the number of students from our high school who were in attendance at all colleges and universities in 1921 or 1922. Not always has this been due to the financial encouragement in a college education at home. The junior college has offered a more tangible evidence of the cultural value and significance of college training.

In summary it may be said that, although the Johnstown Junior College has endeavored not to overlook any of the four proper functions of a junior college, it has been more successful in some fields than in others. Notably it has been unable to make much progress in the direction of conducting special two-year courses designed to prepare students for employment in the local community. It is believed, however, that the regular curriculum has been successfully functioning as a terminal curriculum, of value not only as preparation for employment, but especially as a cultural experience looking toward enlightened citizenship. The college administration would feel some confidence in telling the hypothetical foreign visitor that it has had success in fulfilling the guidance and popularizing functions, and that it has had marked success in fulfilling the preparatory function.

PHI THETA KAPPA AT HEBRON

Hebron College has been granted a chapter of Phi Theta Kappa, national junior college honor society. Hebron College has the honor of being the first junior college in Nebraska to be granted a charter of this society. Installation exercises occurred December 16.

Beginning German in the Junior College

AUGUST MIHSFELDT*

Probably a majority of the methods and techniques used in the classroom procedure are modified by the individuality or personality of the instructor. Even the best program may bring unsatisfactory results if the class atmosphere is unfavorable.

In our German A class, as we call beginning German in our California schools, we capitalize on every humorous and interest bearing situation presented by the fairy tales, legends, and stories in *Deutsch für Anfänger* by Hagboldt and Kaufmann, and in *Geschichten und Märchen* by Foster and Wooley. The material of these texts appeals to the students' imagination and arouses a desire for study and understanding. What an improvement over the stereotyped wanderings of the trite travelogue with its endless getting on and off trains, and inquiries for the whereabouts of the baggage-room, the principal hotel, park, and art gallery!

After students have spent their time and effort to ascertain the content of a lesson, why not recompense them with finding a story containing a vivid life interest? Such remuneration will stir them to put forth greater effort on future lessons.

We lead the class to believe at the beginning of the course that every student can master German

reasonably well. We acknowledge that German is a difficult subject and that incessant drill and practice, and especially regular attendance in class, are imperative if satisfactory progress is to be realized.

In our classes students occasionally look over each other's daily exercise before they are put on the board to be corrected by the class with the aid of the instructor. Each paper may even be re-checked by a second student. This gives the human trait to find mistakes of others while overlooking one's own a chance to bring about much eager and aggressive correcting of errors.

LIVELY PROGRAM

The writer believes that class work must be kept moving forward at a rapid pace with something important happening every minute. We attempt to avoid lag in the program. Time must show a profit. Care is exercised to guard against speeding up beyond the limits of efficiency. The intention is to devote sufficient time for thoroughness and mastery, but no more.

Dramatization and enthusiasm are great stimulants in this course. The procedure should move rapidly enough and should touch each student often enough that any mind that is meandering or napping would soon be exposed.

The student must be kept in the thick of battle and be led to think by the sheer force of chorus reading, repetition, sight reading in the

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book and on the board, asking and answering of questions, occasional translation, and listening to countless explanations and recitations, that he is contributing to as well as deriving something from the course. Many difficulties of German and shortcomings or delinquencies of the students must by the very volume and momentum of such a system be swept before it.

Finally, the time element plays an important part in collecting and distributing papers, in blackboard work, and in avoiding endless and aimless discussions. To carry these activities out with precision creates an atmosphere of confidence.

OBJECTIVES

While our principal objective is to arouse in the student the desire to read German literature, we have at the same time as minor objectives the ability to speak, write, and understand German reasonably well. We do not aim only to earn modern language credit. We cannot expect to attain this end in German A alone, but we do want to lay a good foundation as far as earnest endeavor and time will permit. Nearly all the grammar must be actually learned in this class. Slovenly grammar study in the beginning class is probably never remedied in subsequent classes. The sliding-over habit must be avoided.

ALL AVAILABLE EQUIPMENT USED

To make language study easier we strive to employ all language-study equipment with which nature has endowed us. It would seem reasonable to suppose that, if we simultaneously pronounced, wrote, heard, and saw a German sentence while we were playing the mind on it, we

would grasp its meaning, its significance as a thought group, and its grammatical construction, sooner than if we employed silent observation only. Who will deny that an automobile runs better on four cylinders than on one or two?

We believe that the combining of these methods in our modern-language study enables us to learn the greatest amount with the least effort in the shortest time, with the greatest joy and least drudgery to us. We believe that this combination makes for longer retention of the material studied, and also allows the possibility of vocal and auditory, as well as visual and thought recall.

Students are urged to distinguish between recognizability and mastery when preparing their daily assignments. Instead of discontinuing work on the lesson as soon as the point has been reached where the new rules of grammar and vocabulary can be recognized, the student should continue to study them and should even overlearn them. The more they are overlearned the longer they are retained. Recall under any condition is our aim.

CHORUS READING

We read in chorus in our class almost daily. Every student pronounces the sentences and hears himself, his fellow-students, and his instructor pronounce them. Care is exercised that every student takes an active and not simply a passive part in this practice. Students must all read together; he who lags behind a fraction of a second fails to derive the benefits of that one who actively speaks the sentences as though he were leading the group. It is necessary to pronounce every

sentence several times and to maintain an aggressive and snappy pronunciation. The instructor must exercise constant care to prevent chorus reading from degenerating into a thoughtless and aimless drawl. The student must be interested enough to play his mind on what he pronounces. Use visualization when work pronounced is not in sight. In chorus reading one should speak loudly enough to hear one's self. Away with timidity!

Synopses of verbs in sentences, difficult letters, idiomatic expressions, and in fact all daily work placed on the board lend themselves admirably well to chorus practice by the entire class. For example, after the students have written the questions and answers of their daily exercises on the board they are corrected by the class. When questions and answers have been corrected they are pronounced several times in chorus. The number of times depends upon the apparent success exhibited by the class in saying them. It is here that grammatical and phonetic rules are minutely explained and reiterated when necessary, and special stress is placed where needed. The timid or reluctant student is helped individually by the instructor, both saying the words together.

PRONUNCIATION DRILL

During the first week of German A the basic and detail differences between English and German pronunciation are explained. The aim is to avoid the usual brogue peculiarities by forestalling them at the outset, instead of drilling on them and learning them. Once acquired they are difficult to unlearn. All the peculiarities of the new lan-

guage must be drilled on shortly after beginning the course. Without a complete knowledge and mastery of these peculiarities we should not be able to pronounce a page of German correctly. Not to learn all the rules of pronunciation invites brogue to establish itself.

LISTEN BEFORE SPEAKING

The first prerequisite of a good language student is to be a willing listener; the second to talk slowly and with care until enough information regarding proper pronunciation has been mastered so that rapid speech does not make for false speech habits. A student unaccustomed to listening to himself while speaking must train himself to do so very carefully while he is speaking. Without this ability he will skip over many errors of pronunciation. We take for granted that certain new German sounds resemble or are identical with certain English sounds. Consistent listening and certain physiological and functional knowledge of our organs of speech give us the ability to distinguish between sounds and to execute new sounds correctly. The presentation of identical sounds or sound combinations in German and English is very valuable.

ANALYSIS OF PRONUNCIATION

During pronunciation practice many splendid opportunities for chorus work present themselves. Students are also required to speak the new sounds individually, when errors are corrected. Now let us study a few words. For example, we write the word *Aufgabe* on the board as *Auf-ga-be*. The instructor points along the various syllables and leads the class in pronouncing

them. In like manner *Schulzimmer* is placed on the board. The instructor with the pointer traces *Schul*, then *zim*, then hesitates a moment, then traces *mer*. Meanwhile it is explained that *schu* is equivalent to our word "shoe" or *su* in "sure"; that *zim* may be found in the combination "tsim" in the English combination "it's impossible" when spoken rapidly; and that *mer* is spoken without slurring the *e*. The word is then pronounced energetically several times. In like manner the word *Va-ter* is written, the *Va* being compared with our word "far." Special stress is placed on difficult sounds like *ü*, *ö*, *äu*, *eu*, *ei*, *ch*, *sch*, *z*, and *s* preceding vowels. Several words containing long *ü* are placed on the board and read in chorus, but not until it has been explained what part the tongue and lips take in making this letter, and it has been pronounced singly several times. These new sounds must be practiced repeatedly to be mastered.

SUMMARY

To summarize, we feel that the proper teaching of beginning German depends largely upon these things: developing proper class atmosphere; active use of language in class; carrying the program forward vigorously; frequent use of reading in chorus; drill, drill, drill on pronunciation.

ORGANIZATION AT SAN JOSE

San Jose State College is a combination of the San Jose Junior College and the San Jose State Teachers College. The combined enrollment of over 2,600 students

makes possible a large faculty of, offering a wide array of subjects, housed in a large and ever-growing plant with well-equipped laboratories, shops, auditoriums, and gymnasiums. There is no distinction between students enrolled in the two colleges; they attend the same classes in lower division, play on the same athletic teams, and work together in all forms of student activities.

This is a most fortunate arrangement. Students who enter expecting to become teachers may discover an interest in and aptitude for some other vocation and find it possible to receive training in that field without the necessity of transferring to another college. Conversely, students of the junior college may find that they are interested in the training which the prospective teachers are receiving, and change to that objective.

TEXAS PUBLIC LIBRARIES

According to a report prepared by the Texas State Department of Education on the administration of the libraries in the seventeen municipal junior colleges in the state, twelve are in charge of trained librarians and in two others the librarian is enrolled in training courses. The median amount spent in the purchase of books for 1931-32 was only \$400. The maximum expense was at Amarillo, \$1,433, where 1,481 new volumes were added during the year. The total number of volumes reported in 1932 varied from 1,035 to a maximum of 7,458 at Clarendon Junior College. The average number of volumes was 4,635 per college.

Across the Secretary's Desk

KANSAS CITY CONVENTION

Various aspects of the curriculum of the junior college will be emphasized at the thirteenth annual meeting of the American Association of Junior Colleges which will be held at Kansas City, Missouri, Friday and Saturday, February 24 and 25, 1933. As this issue of the *Journal* goes to press, it is possible to make only an incomplete and partial announcement of the speakers and topics for which arrangements have been made by President Arthur Andrews of Grand Rapids, Michigan. A complete and detailed program will be found in the February issue of the *Journal* which will be mailed to all subscribers three weeks in advance of the date for the meeting.

TENTATIVE PROGRAM

The topics and speakers for which arrangements have already been completed include the following: "Junior College Organization in Kansas City," by Superintendent George Melcher, Kansas City, Missouri; "Class Size in the Junior College," by Dean J. Leonard Hancock, Crane Junior College, Chicago, Illinois; "Adjustments in the Junior College Curriculum," by Dr. Walter Crosby Eells, Stanford University, California; "The Junior College Curriculum in the Private Junior College," by Dean Joseph E. Burk, Ward-Belmont College, Nashville, Tennessee; "Personnel Work at the Junior College Level," by Professor A. J. Brumbaugh, University of Chicago; and "Research on Junior College Problems," by Superintendent L. W. Smith, Berkeley, California.

In addition Dr. D. S. Campbell, Secretary of the Association, and Dr. F. J. Kelly, specialist in Higher Education of the United States Office of Education, will discuss other phases of the

curriculum; and an address will be given by President Robert J. Treverrow of Centenary Collegiate Institute, Hackettstown, New Jersey; and it is expected that special consideration will be given to the Carnegie Foundation Report on Higher Education in California and to the new experimental junior college at the University of Minnesota. There will be several other addresses on the program but full announcement regarding these cannot be made until later.

CHANGE IN DATE

Through an unfortunate error the dates of the annual meeting have been announced in various channels as February 17-18. It is desired to make this official correction. The dates upon which the meeting will be held are February 24 and 25, the Friday and Saturday immediately preceding the sessions of the Department of Superintendence of the National Education Association and allied organizations at Minneapolis.

BUILDING UP LIBRARY

At Riverside Junior College, California, a definite policy of library development has been adopted. It is planned to add an average of one thousand volumes each year until the junior college secures an outstanding collection of the latest and best works on the different phases of the curriculum. The major purpose of the library is to furnish a basic collection of books necessary to provide an adequate background, including collateral reading and reference work for the various courses of the several departments of the college.

The Junior College World

PHI RHO PI SEASON

According to statistics collected by Roy C. Brown, Virginia Intermont College, national secretary of Phi Rho Pi, the national junior college forensic honor society, the following is a brief summary of the activities and status of the organization last year:

Chapters reporting—25
 Total debates—648; won, 266; lost, 195; no decision, 187
 Most debates—Glendale, 161; Hutchinson, 138; Pasadena, 103; Long Beach, 51; Parsons, 33
 Best records—Virginia Intermont, .764; Moberly, .750; Hutchinson, .733; Crane, .713; Taft, .625; Hibbing, .600; Glendale, .589
 Largest debate squad—Glendale, 27
 Largest membership by schools—Grand Rapids, 37; Parsons, 33; Virginia (Minn.), 33; Duluth, 32; Pasadena, 32
 States having the most chapters—California, 10; Minnesota, 7; Kansas, 6

AMERICAN LUTHERAN POLICY

In the following clipping from the *Lone Star Lutheran* of November 7, Texas Lutheran College, Sequin, Texas, reports changes determined upon at the recent national convention of the American Lutheran Church.

President William Kraushaar, Dean H. F. Ander, and Professor E. J. Braulick recently returned from Fond du Lac, Wisconsin, where they attended the second biennial convention of the American Lutheran church. Professor E. J. Braulick is general secretary of this national body. He was re-elected to this position.

The slogan given out by the general president, Dr. C. C. Hein, was: We must balance our budget. The convention cut down the budget by one-third. Annual appropriations for educational, charitable, and missionary purposes were reduced from \$1,000,000 to \$700,000. In order to live within the income three colleges had to be closed. The ax hit St. Johns College at Petersburg, Virginia; Eureka College, Eureka, South Dakota; and Wartburg Junior College at Waverly, Iowa.

Lutheran College was considered essential to the welfare of the church by a unanimous vote of the convention. The American Lutheran Church decided to take over the property of Lutheran College, including the total indebtedness. This proves that the church recognizes the importance of a strong Lutheran school in the Lone Star State. It is believed that Texas Lutheran College will soon be the only Lutheran college in Texas and will receive the active support of all Lutherans in the state. A resolution that Lutheran College is to remain a junior college was adopted.

LUTHERAN MERGERS

The Hebronite, of Hebron College, Nebraska, states that by action of the recent national convention of the American Lutheran Church at Fond du Lac, Wisconsin, Hebron College will continue as one of the educational institutions of the American Lutheran Church. Wartburg College at Clinton, Iowa, and Wartburg Normal at Waverly, Iowa, will be merged at Clinton. Eureka at Eureka, South Dakota, will be joined with St. Paul Luther College at St. Paul.

MERGERS AND ADJUSTMENTS

The following quotation is taken from the annual report for 1931-32 of the Congregational Education Society.

In common with all other institutions and business enterprises these recent months have been particularly difficult for all educational institutions. The economic pressure has demanded curtailment in every possible way and drastic salary cuts. Many institutions will not be able to survive. Mergers and regional adjustments are the order of the day. Under the supervision of national organizations a series of regional conferences is being held to study solutions along the line of adjustment and combination. The Division of Educational Institutions has been actively co-operating in such matters and has represented the Congregational interests in many conferences and committee sessions.

Rapidly changing conditions in the educational field bring new problems to light daily. New elements enter into the situation such as the development of the four-year teacher colleges, the rapid increase in junior colleges, and the experimental readjustment in university programs. All this has vitally affected the field of the Liberal Arts College.

SUBSCRIPTIONS GROWING

One of the larger junior colleges of the country has sent in a list of 43 subscriptions for individual members of the faculty for the *Junior College Journal*. If other junior colleges, both large and small, will do as well in proportion the financial future of the *Journal* will be assured.

FOR JUNIOR COLLEGE AUTHORS

In order to stimulate undergraduate writing in the United States and to discover new talent that can

be developed for American letters, the editors of *Hound and Horn* are posting its first annual prize of one hundred dollars for the best piece of fiction, and a prize of fifty dollars for the best piece of verse, by an undergraduate of any American college, junior college, or university. The winning story and poem will be published in the summer 1933 issue of *Hound and Horn*. The competition will close April first. Further details can be obtained from the publishers, 545 Fifth Avenue, New York City.

SANTA MONICA BUILDINGS

Construction of new buildings for Santa Monica (California) Junior College commenced early in December. It is expected that the buildings will be ready for occupancy at the beginning of the spring semester. When the construction work is complete Santa Monica Junior College will be the better by five new buildings. The most important of these will be a combination auditorium, study hall, and library. This will be the largest of the new structures and will have more floor space than the present main building. In order that the junior college may give its own commercial course a commercial building containing three classrooms, each forty feet square, will be built. Music and art laboratories will also be constructed, each to have a floor space of forty by eighty feet. The feature of greatest interest to the men, who have had inadequate gymnasium facilities ever since the opening of the college, will be the temporary field house to be constructed. This will later be converted into two classrooms, forty by forty.

Reports and Discussion

JOHN BROWN COLLEGE SUCCESS

The John E. Brown (Junior) College has been in operation for thirteen years. At present its enrollment totals 145 men and 134 women. During this time various students have been transferred to universities and other institutions of higher education. This is a report on 112 such cases. In explanation of the small number of transfers it should be said that in this institution the attempt is made to give a well-rounded, terminal curriculum based on two years of collegiate work. Students, therefore, are not encouraged to go on to other institutions. The curriculum consists of the fundamental courses in arts and sciences and intensive instruction in vocational fields such as automobile mechanics, printing, and commercial training.

The data below are compiled from reports furnished by the institutions to which students have transferred, but in each instance the grades reported have been translated into the John E. Brown College grading system: For each semester hour of A, 6 grade points; B, 4 grade points; C, 2 grade points; D, 0 grade points; E, -1 grade point; F, -2 grade points.

The institutions to which students transferred, fifty-two in number, were located in nineteen different states and the District of Columbia. Table I shows the number of students transferring to each type of institution.

The largest number transferring to any one institution was thirty-seven to the University of Arkansas. Then follow the Northeastern State Teachers College of Tahlequah, Oklahoma, with ten, and Arkansas State Teachers College at Conway, with five.

Theoretically, in a five-point grading system (A B C D F) the average

student should make a C or a 2.00 record. This is the standard usually required for graduation. The median for all transfer students from John E. Brown College is 2.66, a figure well above the expected average, and above the required average for graduation. The normal grade-average median at the University of Arkansas fluctuates above and below the 2.00 average from year to year.

TABLE I
TRANSFERS TO OTHER INSTITUTIONS

Type of Institution	Number of Colleges	Number of Transfers
Universities	15	54
Teachers colleges and normal schools	10	26
Liberal arts colleges	14	18
Bible schools	4	8
Technical schools..	5	6
Others	4	4
Total	52	116

Taking the group of transfers as a whole, the students have not been as successful in the institutions of transfer as they have been at this college. In the writer's opinion this is due mainly to a standard of grading at John E. Brown College, and on this assumption instructors with a tendency to grade high have been requested to conform more nearly to the normal curve in the future. The median grade average at this college is 3.30, as compared with 2.66 elsewhere. When type of institutions is considered, however, the median is found to be higher in every instance, except that of universities, at the institution of transfer than at John E. Brown College. Specific comparisons are indicated in Table II.

One-third of the John E. Brown College transfer students attended the

University of Arkansas. This was due to the nearness of the University to the College, as well as to credit relationships. The median of these students was 3.65 for their work at John E. Brown College, and 2.05 for their work at the University of Arkansas.

TABLE II

MEDIAN GRADE AVERAGES

Institution	Brown	Elsewhere
Universities	3.63	2.03
Teachers colleges and normal schools....	2.72	3.05
Liberal arts colleges.	3.40	3.86
Bible schools	3.79	4.29
Technical schools ...	1.34	1.36
Others	3.32	4.00

This of course is a significant difference, but the expected average for University students has been maintained. In this connection it may be pointed out that many of these transfers date from a time when John E. Brown College was solving the organization problems with which any new institution has to deal.

C. S. KILBY

Superintendent of Education

THE JOHN E. BROWN SCHOOLS
SILOAM SPRINGS, ARKANSAS

CARNEGIE REPORT AGAIN

The Report of the Carnegie Foundation on State Higher Education in California is distinctive both because of its far-reaching recommendations and because of the method used in arriving at them. It also follows a method in formulating its findings which is novel in survey publications.

The recommendations which seem to me destined to wield the largest influence in shaping the future of higher education not only in California but in other states as well are:

First: Numbers 1 and 2 clearly mark the dividing line between secondary and higher education at the upper limit of the junior college. Secondary education, largely under local control, is assigned responsibility for rounding out general liberal or cul-

tural education, and the vocational training of those whose life work is to call for only semi-professional preparation at most. The state as a unit is charged with the specialized education function, in both the non-professional and the professional fields. Such a distinction, if valid, and I believe that it is, will call for very important modifications in both public-school and college organization throughout the country.

Second: Numbers 9 and 10 provide for the creation of a State Council for Educational Planning and Co-ordination. This council represents a new method of securing co-ordination between the public school system, represented by the State Board of Education, and the higher educational system, as represented by the Board of Regents. In its theory, it safeguards itself in part at least against the difficulties which made practically futile the work of the State Council of Education in Alabama and the Boards of Higher Curricula in Oregon and Washington. Whether any board which is advisory only can avoid the pitfall of futility remains to be seen. Certainly even if only as a step between the present complete separation of the two boards and complete unification as represented by Montana, Idaho, and New York, provision for this Council is a wise recommendation.

The most significant section of the whole report to me is the definition of the function of this Council. Note first its name: The State Council for Educational *Planning* and Co-ordination (the italics are mine). Here is the clear recognition that this Council is a planning body. This is a leaf for the lesson books of all boards of education, trustees, and regents everywhere.

Educational surveyors may well note that this Report of the Carnegie Foundation is not a compilation of a great array of facts. Facts in quantity were gathered and were available to the Commission, but the Report rep-

resents the findings or interpretations of these facts by educators of widest experience who worked in conference for a considerable period over the facts. Only a few of the most important tables of data from the survey reports appear in part three, and the whole report comprises only 82 pages. The main body of the report consists of 47 recommendations, each tersely stated and followed by a brief argument in its defense. This method of survey reporting clearly recognizes that a survey should be divided into two phases: First, fact gathering which may be done by technical educators, and second, recommendations which require the deliberations of the wisest educational statesmen.

This is a genuine contribution to survey technique.

FRED J. KELLY

Chief, Division of Colleges and Professional Schools

UNITED STATES OFFICE OF EDUCATION
WASHINGTON, D.C.

CRANE JUNIOR COLLEGE

The recent extensive five-volume survey of the entire school system of Chicago, undertaken by the Division of Field Studies of Teachers College, contains a chapter of thirty pages in Volume II on Crane Junior College. The study was made by E. S. Evenden and F. B. O'Rear. In Volume V the Director of the Survey, George D. Strayer, presents a summary of the findings and recommendations of the entire study. The following extracts from this summary are of general interest.

Present status of the College.—Crane Junior College is offering educational opportunities which are at present being accepted and utilized in some degree by at least 4,500 pupils and which are sought by many others who cannot be accommodated with existing facilities and must now be turned away. The budget for the Crane Junior College for 1932 totals \$549,638 as compared with the total budgets of \$7,320,762 for the three municipally supported institutions of New York City. The survey staff recommends that the facilities of this institution be extended as

soon as possible in order to permit the acceptance of all scholastically qualified students who seek entrance.

The college plant.—As Crane Junior College shares in the use of a building which was constructed for high school, many essential features necessary for college administration are lacking. The administrative offices are quite inadequate for efficient work. The facilities for gymnasium and swimming pool are taxed to the utmost. The accepted standards for libraries call for a tenfold increase in library appropriations for the Crane Junior College. Of this new amount, two-fifths should be used for new books and three-fifths for library administration. After the present financial crisis has passed, Crane Junior College should be housed in a physical plant specifically designed for junior college use on a site accessible to the students whom it is to serve.

The curricula.—In February 1932, Crane Junior College enrolled 3,455 students, of which number 972 were women. Of these registrants, 1,340 chose literature and arts while the remainder were divided roughly in the engineering and architecture, commerce and administration, pre-law, and pre-medical curricula.

The staff of the College.—Most of the staff of Crane Junior College seem well prepared for their work and the morale of the group appears to be high. Approximately half of the staff of 142 hold the Master's degree, about one-fifth hold the Doctor's degree, and about 30 per cent list only the Bachelor's degree.

Program of work.—A critical study of the work of Crane Junior College is needed. This study would begin with a survey of the field of higher education in Chicago and the part that Crane Junior College should play in this work. Within the junior college field more intensive analyses should be made of the educational needs of the individuals comprising this group. The excellent steps already taken in regard to guidance and advisement should be extended. It is recommended that the duties and responsibilities of the staff engaged in this work be clarified and extended.

Development of personnel service.—The study of personnel service should be broadened to include the entire life of the individual registrant. Approximately 60 per cent of the mothers and fathers of the pupils enrolled during the present semester were foreign born. Analysis of the transient nature of the student membership should reveal how the demands of the institution are being met. It is recommended that the investigation include the adequacy with which Crane Junior College is providing advanced educational opportunities for: (1) those who expect to pursue liberal and professional courses beyond the two years offered; (2) those who expect to complete their collegiate work at the end

of two years or less, with definite vocations in view (Crane Junior College does not offer such courses at the present time but the institution would render increased service and further justify its existence were its offerings so extended for electricians, automobile mechanics, cabinet makers, sheet-metal workers, printers, masons, and others); and (3) those who wish to utilize the instruction for occasional courses, the pursuit of limited technical training, and part-time work on the adult education basis. Data from such an investigation would be of extreme value in making the necessary adjustment to the college offering and in establishing the most satisfactory educational and vocational guidance.

Administration of the College.—The present administrative set-up of the College, with the dean directly responsible to the assistant superintendent in charge of secondary schools, is satisfactory. Every effort should be made, however, to establish this institution as a separate educational unit—a distinct college enterprise. The applicants for instructional and administrative positions in the Crane Junior College should be exempted from the examinations of the Board of Examiners. This provision will make it easier for the college administration to recruit specialists in the respective fields. The upper limits of the salary schedule should be raised to a few particularly outstanding members of the staff.

ORIENTATION OF TRANSFERS

Stanford University for over two decades has recognized and encouraged the development of junior colleges and consequently has in recent years been vitally interested in the problem of admitting those students from junior colleges who would most profit from university work. This meant a definite interest in the junior college student as an individual and the formulation of an admission policy that would do greatest justice to the individual student entering the University.

An equal interest should be manifested in the induction of these junior college students into the spirit and activities of the University. This year the Vocational Guidance Committee of the Associated Students renamed itself the Student Committee and assumed the larger task of assisting the new students, particularly the new transfers, in orienting themselves. They planned to organize for group action

as well as being individually helpful to the new men.

A "get acquainted" smoker for new men transfers was held on November 15 at which President Wilbur, Acting-President Swain, the president of the Associated Students, the chairman of the Student Committee, leaders in several student activities, and others welcomed the new men and assured them of their desire to be individually helpful. Tap dancing and music gave an informal atmosphere. The Student Committee has also completed plans for a social affair for the new men transfers at which they will get a chance to meet the women of the University.

The writer has for several years met all new students who wished to come for aid on problems of vocational guidance. This year his interests include the scholastic and general adjustment problems of the new men. The small number of women in the University permits their problems to be handled by the Dean of Women and her efficient sponsors. A series of lecture-discussions for new students are being held this quarter on problems of study methods and scholastic adjustment. Plans are being crystallized for a more personal "study clinic" for the winter quarter and for a scientific clinic on the photographic study of eye movements in connection with reading habits. Last year a beginning was made in the provision of *Practical Study Aids* for Stanford students.

Last year there were 227 junior college transfers and 123 other transfers admitted to the University. The basic problem for the future in the orientation of these new students is the provision of a dormitory for new upper division men where campus residence and a group feeling will help bridge the first-quarter gap.

C. GILBERT WRENN
Assistant Registrar

STANFORD UNIVERSITY

Judging the New Books

Edited by John C. Almack, Stanford University

University Training for the National Service. Proceedings of a Conference Held at the University of Minnesota, July 14 to 17, 1931. University of Minnesota, Minneapolis. 1932. 325 pages.

This volume makes available in printed form the proceedings of a Conference on University Training for the National Service held under the auspices of the University of Minnesota and the United States Civil Service Commission and with the support of various departments of the national government, the American Political Science Association, and the Social Science Research Council.

The purpose of the conference was to give an opportunity for the representatives of American universities and colleges and of the United States government to discuss their opportunities and responsibilities in recruiting and training college graduates for the national service.

The first section of the volume is given over to papers dealing with general problems of recruiting and training of personnel for the national service. Subsequent sections are devoted to the following subjects: Agriculture, Consular and Diplomatic Services, Law, Scientific Services, Public Welfare, and Economics and Statistics.

In each section two points of view are presented: that of the government as represented by members of the Civil Service Commission, the Personnel Reclassification Board, and experts from the

various departments; and that of the representatives of universities which offer training. The discussions following the presentation of the various papers are included together with excellent charts and tables prepared at Washington and by the University of Minnesota.

Employment in the public service in the United States has never attained the distinction that it has in other countries. In England, for instance, a career in the government service is the goal of many a graduate from Oxford or Cambridge. In this country the professions and private business have absorbed our college graduates; however, with employment in these services at a standstill it is hoped that more graduates will be drawn into the public service.

Until a career in the public service becomes as desirable of attainment to the college graduate or undergraduate as one in law, medicine, or business, "the greatest need at the present time," in the words of Professor William Anderson, of Minnesota University, "is that the universities shall understand the problems of the public service, and that contacts shall be established between those officers of the government who recruit and employ men, and those officers of the universities who have charge of special types of training." The publishing of the proceedings of the Conference on University Training for the National Service is an important step in this direction.

HUBERT R. GALLAGHER

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- Brief report of two sessions of the junior college section.
2314. GREY, CAROLYN E., "Report of Committee for Study of Nursing Education in Colleges and Universities," *Annual Report of the National League of Nursing Education*, 1929, pp. 52-54.
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- Abstract of doctoral dissertation at Stanford University.
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- Second edition of booklet containing announcements and detailed outlines of 25 semi-professional courses offered at San Jose Junior College. See No. 2058.
2317. INDOVINA, JOSEPHINE L., "A Junior College Italian Course," *Italica* (June 1932).
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2318. JOURNAL OF EDUCATIONAL RESEARCH, "Public Junior College Legislation in the United States," *Journal of Educational Research* (October 1932), XXVI, 145-46.
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- Reviews of recent studies on various aspects of the junior college by Clement and Smith (see No. 2196), Chamberlain and Gard (see No. 2163), Eby and Pittenger (see No. 1906), and Joyal (see No. 2214).
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2321. MCCONAUGHY, MARY W., "The Adjustments of First-Year Women," *Proceedings of the 16th Annual Meeting of the National Association of Deans of Women* (1932 Yearbook), Washington, D.C., pp. 137-38.
- Summary of address before the Junior College Section of the Association.
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- Includes the history of the Detroit Junior College and evolution of the junior college idea since as early as 1856.
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Directory of the Junior College, 1933

DOAK S. CAMPBELL*

EXPLANATION

1. This list contains all the junior colleges within the United States (insular possessions included) and in foreign countries which have been reported to November 20, 1932. The list is meant to be inclusive rather than exclusive, and therefore it contains the names of some institutions which are doing very little junior college work.

2. Fourteen public junior colleges, with an enrollment of 4,421 in 1930-31, and 52 private junior colleges with an enrollment of 6,944 in 1930-31, failed to reply to the request for data. For those failing to reply to request for data the previous year's enrollment is given in each case in parentheses. Differentiation into freshman, sophomore, and special students was not made in 1930-31. Hence, although the repeated enrollments are printed in the column headed "Freshman" they should be interpreted as total enrollments for the preceding year.

3. No enrollment data are given for 6 public and 22 private institutions, including 1 public and 3 private insular and foreign junior colleges.

4. Under the column "Accreditation" the following code is used:

A—The American Association of Junior Colleges. The American Association of Junior Colleges does not act as accrediting agent except in those areas where no authorized agency takes account of the junior college. All schools which are members of the association are so listed.

B—The State College Association.

D—The State Department of Education.

E—New England Association of Colleges and Secondary Schools.

M—Association of Schools and Colleges of the Middle States.

N—The North Central Association of Colleges and Secondary Schools.

S—The Association of Colleges and Secondary Schools of the Southern States.

U—The State University.

W—Northwest Association of Secondary and Higher Schools.

SUMMARY BY STATES

State	Total Enroll- ment	Public Enroll- ment	Private Enroll- ment
Alabama	5 382	1 100	4 282
Arizona	2 681	1 576	1 105
Arkansas	13 2,653	6 2,022	7 631
California	54 24,343	35 22,718	19 1,625
Colorado	5 719	2 190	3 529
Connecticut	5 351	0 ...	5 351
Delaware	3 926	1 51	2 875
Dist. Columbia ..	9 497	0 ...	9 497
Florida	5 571	1 160	4 411
Georgia	14 1,574	7 877	7 697
Idaho	5 1,117	3 772	2 345
Illinois	20 7,967	6 6,075	14 1,892
Indiana	4 341	0 ...	4 341
Iowa	37 2,737	27 1,911	10 826
Kansas	16 3,503	10 3,207	6 296
Kentucky	17 2,531	0 ...	17 2,531
Louisiana	9 597	2 414	7 183
Maine	3 147	0 ...	3 147
Maryland	5 556	1 13	4 543
Massachusetts ...	10 752	1 44	9 708
Michigan	10 3,095	8 2,982	2 113
Minnesota	10 2,439	7 2,145	3 294
Mississippi	20 2,885	11 2,109	9 776
Missouri	25 5,273	7 2,486	18 2,787
Montana	2 240	1 240	1 ...
Nebraska	8 785	2 156	6 629
Nevada	0 ...	0 ...	0 ...
New Hampshire ..	1 139	0 ...	1 139
New Jersey	2 100	0 ...	2 100
New Mexico	1 218	1 218	0 ...
New York	10 1,136	0 ...	10 1,136
North Carolina ..	23 2,831	2 278	21 2,553
North Dakota ...	2 407	2 407	0 ...
Ohio	13 3,935	0 ...	13 3,935
Oklahoma	17 2,969	14 2,859	3 110
Oregon	1 42	0 ...	1 42
Pennsylvania	7 830	0 ...	7 830
Rhode Island	1 25	0 ...	1 25
South Carolina...	3 283	0 ...	3 283
South Dakota ...	6 306	0 ...	6 306
Tennessee	14 2,553	2 556	12 1,997
Texas	44 8,545	20 5,475	24 3,070
Utah	5 1,406	2 438	3 968
Vermont	1 69	0 ...	1 69
Virginia	13 1,569	1 ...	12 1,569
Washington	7 827	4 565	3 262
West Virginia ...	4 575	1 301	3 274
Wisconsin	2 128	0 ...	2 128
Wyoming	0 ...	0 ...	0 ...
Total	493 96,555	189 60,345	304 36,210
Insular	4 1,886	3 1,886	1 ...
Foreign	6 118	0 ...	6 118
Grand total....	503 98,559	192 62,231	311 36,328

* Secretary of the American Association of Junior Colleges, Peabody College, Nashville, Tennessee.

Institution	Location	Presiding Officer	Co-ed. Men Women	Control	Year Or- ganized as Junior College	Ac- credi- tation	Type of Organi- zation	INSTRUCTORS		ENROLLMENT		
								1931-32 Full Time	Part Time	Fresh.	Soph.	Spec.
ALABAMA												
Marion Institute	Marion	W. L. Murfee	M	Private	1887	ABDSU	4-2	...	...	(132)	...	...
Oakwood College**	Huntsville	J. L. Moran	C	7th-Day Ad.	1918	...	4-2	...	...	19	2	12
Southern Union Junior College	Wadley	S. L. Beougher	C	Congr.	1922	...	...	...	...	(50)	...	...
St. Bernard Junior College	Cullman	Rev. B. Minges	M	Catholic	...	...	...	7	10	37	30	...
State A. & M. Institute**	Normal	J. F. Drake	C	Public	1920	D	2-yr.	4	20	(100)	...	...
ARIZONA												
Gila Junior College	Thatcher	Harvey L. Taylor	C	L.D.S.	1925	ABU	2-2	13	...	67	38	...
Phoenix Junior College	Phoenix	E. W. Montgomery	C	Public	1920	ADNU	2-yr.	22	1	425	151	...
ARKANSAS												
Arkansas Polytechnic College	Russellville	J. W. Hull	C	State	1929	N	2-yr.	22	...	301	175	...
Central College	Conway	J. S. Rogers	W	Baptist	1892	ADNU	4-2	12	4	(124)	...	...
Crescent College	Eureka Springs	R. H. Holliday	W	Private	1909	AU	4-2	...	...	(39)	...	...
El Dorado Junior College	El Dorado	C. E. Dicken	C	Public	1925	U	2-yr.	6	...	71	33	3
Fort Smith Junior College	Fort Smith	Elmer Cook	C	Public	1928	ABDU	4-2	...	15	60	47	...
Galloway Woman's College	Searcy	J. H. Reynolds	W	M.E.Ch.S.	1931	BN	2-2	10	6	47	43	17
John E. Brown College	Siloam Springs	John E. Brown	C	Private	1919	U	6-yr.	...	...	90	64	...
Jonesboro Baptist College	Jonesboro	J. N. Mallory	C	Baptist	1924	ABDU	4-2	16	...	101	41	8
Little Rock Junior College	Little Rock	J. A. Larson	C	Public	1927	ADNU	2-yr.	14	10	233	150	51
Missionary Baptist College	Sheridan	J. W. Overall	C	Baptist	1919	U	2-yr.	4	2	31	9	17
Mountain Home College	Mountain Home	L. B. Taylor	C	Baptist	...	U	4-2	...	4	...	...	...
State A. & M. College 3d Dist.	Magnolia	Chas. A. Overstreet	C	State	1925	ABDNU	4-2	14	4	281	134	...
State A. & M. College 4th Dist.	Monticello	Frank Horsfall	C	State	1925	DNU	2-2	14	2	328	155	...
CALIFORNIA												
Antelope Valley Junior College	Lancaster	John R. Nichols	C	Public	1928	U	2-yr.	1	8	22	7	1
Armstrong Junior College	Berkeley	J. Evan Armstrong	C	Private	1932	DU	4-2	19	8	56	...	...
A-to-Zed Junior College	Berkeley	Mrs. G. S. Manchester	C	Private	1922	...	1-yr.	...	...	(5)	...	...
Bakersfield Junior College	Bakersfield	Grace V. Bird	C	Public	1913	AU	6-yr.	5	37	324	172	71
Beulah College	Upland	J. R. Exster	C	Bro. in Chr.	1920	...	4-2	...	7	11	5	8
Brawley Junior College	Brawley	Percy E. Palmer	C	Public	1924	U	4-2	...	12	50	10	17
California Concordia College	Oakland	Theodore Brohm	M	Lutheran	1921	U	6-yr.	...	...	(25)	...	...
California School of Mech. Arts	San Francisco	Geo. A. Merrill	M	Private	1930	...	5-yr.	...	...	58	18	...
Central Junior College	El Centro	John L. House	C	Public	1922	DU	2-yr.	4	16	83	60	...
Chaffey Junior College	Ontario	G. W. Spring	C	Public	1916	AU	2-yr.	42	2	408	272	...
Citrus Junior College	Azusa	Wesley V. Smith	C	Public	1916	AD	4-2	...	23	197	37	16
Cogswell Polytechnical College	San Francisco	Geo. B. Miller	C	Private	1930	ADU	2-yr.	16	3	131	24	...
Compton Junior College	Compton	O. Scott Thompson	C	Public	1927	ADU	4-yr.	20	29	669	224	...
Cummock College	Los Angeles	A. A. Macurda	W	Private	1928	U	2-yr.	9	7	73	30	...
Fresno Junior College	Fresno	Frank W. Thomas	C	Public	1910	DU	2-yr.	14	...	171	116	...
Fresno Technical Junior College	Fresno	F. H. Sutton	C	Public	1930	...	4-2	...	8	72	48	...
Fullerton Junior College	Fullerton	Louis E. Plummer	C	Public	1913	ADU	4-2	33	1	437	210	19

Furterton Junior College.....FurtertonLouis E. Hummer.....C. Pubney.....C. 33 4-2 ADU 437 210 19

Glendale Junior College.....GlendaleChas. A. Nelson.....C. Public†
Golden Gate College of Accounting.....San Francisco.....N. T. Minor.....M. Y.M.C.A.
Holmby College.....Los Angeles.....Frederica delaguna.....W. Private
Lassen Junior College.....Susanville.....Robert M. Fulton.....C. Public
Long Beach Junior College.....Long Beach.....John L. Lounsberry.....C. Public†
Los Angeles Junior College.....Los Angeles.....Wm. H. Snyder.....C. Public†
Los Angeles Pacific College.....Los Angeles.....Byron S. Lamson.....C. Free Meth.
Lux Technical Institute.....San Francisco.....Geo. A. Merrill.....W. Private
Marin Union Junior College.....Kentfield.....A. C. Olney.....C. Public†
Menlo Junior College.....Menlo Park.....Lowry S. Howard.....M. Private
Modesto Junior College.....Modesto.....Dwight C. Baker.....C. Public†
Moran Junior College.....Atascadero.....Frank G. Moran.....M. Private
Pasadena Junior College.....Pasadena.....John W. Harbeson.....C. Public†
Pilgrim Bible College.....Pasadena.....W. R. Cain.....C. Pilgrim
Pomona Junior College.....Pomona.....H. P. Reynolds.....C. Public
Porterville Junior College.....Porterville.....B. H. Grisemer.....C. Public
Reedley Junior College.....Reedley.....J. T. McKuer.....C. Public†
Riverside Junior College.....Riverside.....Arthur G. Paul.....C. Public†
Sacramento Junior College.....Sacramento.....J. B. Lillard.....C. Public
Salinas Junior College.....Salinas.....Melroe Martin.....C. Public
San Benito County Junior College.....Hollister.....James P. Davis.....C. Public†
San Bernardino Valley Junior Coll.....San Bernardino.....J. B. Griffing.....C. Public†
San Diego Army & Navy Jr. Coll.....Pacific Beach.....Geo. F. Mott, Jr.....C. M. Private
San Jose Junior College.....San Jose.....T. W. MacQuarrie.....C. Public†
San Mateo Junior College.....San Mateo.....C. S. Morris.....C. Public†
San Rafael Junior College.....San Rafael.....A. L. Stewart.....M. Public
Santa Ana Junior College.....Santa Ana.....D. K. Hammond.....C. Public
Santa Maria Junior College.....Santa Maria.....A. A. Bowhay, Jr.....C. Public
Santa Monica Junior College.....Santa Monica.....Ralph H. Bush.....C. Public†
Santa Rosa Junior College.....Santa Rosa.....Floyd P. Bailey.....C. 7th-Day Ad.
Southern California Junior College.....Arlington.....E. E. Cossentine.....C. Public
Taft Junior College.....Taft.....F. A. Bauman.....C. Public
Ventura Junior College.....Ventura.....D. R. Henry.....C. Public
Visalia Junior College.....Visalia.....I. D. Steele.....C. Private
Williams Junior College.....Berkeley.....Cora L. Williams.....M. Private
Wilmerding School of Indus. Arts§§.....San Francisco.....Geo. A. Merrill.....C. Public†
Yuba County Junior College.....Marysville.....Pedro Osuna.....C. Public†

COLORADO

Colorado Vocational College.....DenverRolland M. Shreves.....C. Private
Colorado Woman's College.....DenverS. J. Vaughn.....W. Baptist
Denver Junior College.....DenverNorman A. Sandberg.....M. Y.M.C.A.
Grand Junction Junior College.....DenverC. G. Houston.....C. Public
Trinidad Junior College.....TrinidadRussell Brown.....C. State

CONNECTICUT

Edgewood ParkGreenwichM. H. Reaser.....W. Private
Junior College of Connecticut.....BridgeportE. E. Cortright.....C. Private

** Colored.

† District type.

§ Operated jointly with California School of Mechanical Arts.

Institution	Location	Presiding Officer	Co-ed. Men Women	Control	Year Or- ganized as Junior College	Type Organi- zation	INSTRUCTORS 1931-32		ENROLLMENT 1931-32			
							Full Time	Part Time	Fresh.	Soph.	Spec.	
CONNECTICUT (Continued)												
Marot Junior College	Thompson	Mary L. Marot	W	Private	1923	AD	4-yr.	13	2	29	17	3
Miss Porter's School	Farmington	Mr. & Mrs. R. P. Keep	W	Private	1923	....	2-yr.	3	4	20	13	...
Mount Saint Joseph Junior College	West Hartford	Sister M. Rosa	W	Catholic	1932	....	2-yr.	4	12	61	1	...
DELAWARE												
Beacom College	Wilmington	J. W. Hiron	C	Private	1928	D	2-yr.	...	...	(650)	...	...
Goldsey College	Wilmington	W. E. Douglas	C	Private	1926	....	2-yr.	10	4	175	50	...
State Coll. for Colored Students**	Dover	Richard S. Grossley	C	State	1926	D	4-2	...	...	(51)	...	...
DISTRICT OF COLUMBIA												
Arlington Hall	Washington	W. E. Martin	W	Private	1927	DU	4-2	5	1	68	31	...
Chevy Chase School	Washington	Mary T. Scudder	W	Private	1927	A	3-2	8	10	12	32	...
Fairmont School & Junior College	Washington	Maud van Woy	W	Private	1923	A*BDU	4-2	6	3	7	9	...
Georgetown Visitation Convent	Washington	Sr. M. M. Sheerin	W	Catholic	1920	A	4-2	4	5	30	13	5
Gunston Hall	Washington	Mary B. Kerr	W	Private	1916	M	6-yr.	...	11	15	4	4
Holton-Arms School	Washington	Mrs. Jessie Holton	W	Private	1928	A	6-yr.	...	11	45	8	...
Immaculate Seminary	Washington	Sr. Frances Helen	W	Catholic	1922	....	4-2	...	...	(30)	...	...
Marjorie Webster Schools	Washington	Marjorie F. Webster	W	Private	1927	....	2-2	8	2	40	36	74
Mount Vernon Seminary	Washington	Jean Dean Cole	W	Private	1875	A	6-yr.	3	16	17	17	...
FLORIDA												
Bethune-Cookman College**	Daytona Beach	M. M. Bethune	C	M.E.Ch.	1923	S	4-2	...	15	41	19	10
Palmer College	DeFuniak Spr.	W. DuBoise	C	Presby.	1920	U	4-2	11	2	26	3	15
Ringling Junior College	Sarasota	Ludd M. Spivey	C	Private	1931	DU	2-yr.	8	3	148	13	73
St. Petersburg Junior College	St. Petersburg	George M. Lynch	C	Public	1927	DSU	2-yr.	9	6	76	70	14
Tampa Junior College	Tampa	F. H. Spaulding	C	Private	1931	U	2-yr.	7	10	63	...	...
GEORGIA												
Andrew College	Cuthbert	S. C. Olliff	W	M.E.Ch.S.	1918	ABDSU	2-2	6	1	46	47	12
Burke County Junior College	Waynesboro	W. T. Knox	C	Public	1928	....	2-yr.	...	5	15	11	...
Brewton Parker Institute	Mt. Vernon	A. M. Gates	C	Baptist	1927	BDU	4-2	...	6	52	22	3
Emory Junior College	Valdosta	W. B. Stubbs	M	M.E.Ch.S.	1928	DSU	2-yr.	6	1	37	12	...
Emory Junior College & Academy†	Oxford	H. A. Woodward	C	M.E.Ch.S.	1929	DSU	4-2	4	4	56	30	1
Georgia Industrial College	Barnesville	T. O. Galloway	C	State	1930	...	2-2	...	...	...	...	...
Georgia Normal & Agric. College**	Albany	J. W. Holley	C	State	1917	D	4-2	6	6	70	18	12
Junior College of Augusta	Augusta	J. L. Skinner	C	Public	1926	ABDSU	4-2	3	13	143	70	8
Middle Georgia College	Cochran	Leo H. Browning	C	Public	1929	ADU	2-2	6	3	127	56	6
Norman Junior College	Norman	Park R. K. White	C	Baptist	1925	ABDU	4-2	...	7	52	23	...
Reinhardt College	Waleska	W. M. Bratton	C	M.E.Ch.S.	1918	ABDU	4-2	...	7	35	24	...
South Georgia State College	Douglas	J. M. Thrash	C	State	1927	AU	2-2	6	...	73	23	3
State A. & N. College	Americus	J. M. Prance	C	State	1926	ADSU	2-yr.	8	...	(242)	...	...
Young L. G. Harris College	Young Harris	T. J. Lance	C	M.E.Ch.S.	1912	ADU	4-2	6	4	150	95	...

IDAHO

Albion State Normal School.....	Albion	C. E. Bockock.....	C	State	1932	D	2-yr.	..8	..5	..93	...	...
Boise Junior College.....	Boise	Dorothy Atkinson.....	W	Private	1917	D	2-yr.	..18	..3	(252)	...	...
Lewiston State Normal School.....	Lewiston	J. E. Turner.....	C	State	1917	BDU	2-yr.	..45	10	411	273	88
Ricks College	Rexburg	H. Manwaring	C	L.D.S.	1927	ABDUW	2-yr.					
Southern Branch, Univ. of Idaho.....	Pocatello	John Dyer	C	State								

ILLINOIS

Blackburn College	Carlinville	W. M. Hudson.....	C	Private	1917	ABDNU	2-yr.	14	2	144	113	2
Broadview College	La Grange	Thomas W. Steen.....	C	7th-Day Ad.	1910							
Central Y.M.C.A. College.....	Chicago	E. W. Balduf.....	C	Private	1921	ADNU	2-yr.	..20	..28	396	184	6
Chicago Junior College.....	Chicago	F. H. Wezeman.....	C	Assoc.	1931	AD	4-2	5	7	86		4
Concordia Teachers College.....	River Forest.....	W. C. Kohn.....	M	Lutheran	1920	AD	4-2	9	4	52	50	
Crane Junior College.....	Chicago	J. L. Hancock.....	C	Public	1911	ADNU	2-yr.	144		2,786	1,404	97
Elmhurst College	Elmhurst	Timothy Lehmann.....	C	Public	1919	NSU	4-yr.	...	..8	88	68	4
Ferry Hall	Lake Forest.....	Eloise R. Lehman.....	W	Private	1887	ADU	2-yr.	..4	..8	33	11	
Frances Shimer Junior College.....	Mt. Carroll.....	F. C. Wilcox.....	W	Private	1919	ABDNU	4-yr.	6	16	53	40	
Illinois Military School.....	Abingdon	C. R. Terry.....	M	Private	1927		6-yr.	..5	8	30		
Joliet Junior College.....	Joliet	W. W. Hagard.....	C	Public	1902	ABDNU	4-2	5	24	244	164	15
LaSalle-Peru-Oglesby Junior Coll.....	LaSalle	F. J. Stevenson.....	C	Public	1924	ADNU	4-2	6	14	155	110	
Lincoln College	Lincoln	A. Vanderhorst.....	C	Presby.	1929	ADNU	2-yr.	10	4	79	40	37
Lyons Township Junior College.....	La Grange.....	Chas. F. Van Cleave.....	C	Public	1929	ADNU	4-2	8	9	174	49	1
Mallinckrodt College	Wilmette	Mother Myra	W	Catholic	1918	D	2-yr.	...	9	13	11	
Monticello Seminary	Godfrey	Harriet R. Congdon.....	W	Private	1911	ADNU	6-yr.	...	..20	496	180	
Morton Junior College.....	Cicero	Harry V. Church.....	C	Public	1924	DNU	2-yr.	21	12	131	70	6
North Park College	Chicago	Algoth Ohlson	C	Mission Cov.	1919	ADNU	4-2	14	12	131	49	7
Springfield Junior College.....	Springfield	A. G. Confrey.....	C	Catholic	1929	A*DU	2-yr.	13	3	85		
Thornton Township Junior College.....	Harvey	William E. McVey.....	C	Public	1927	AU		...	...	120	80	

INDIANA

Concordia College	Fort Wayne	W. C. Burhop.....	M	Lutheran	1921	...	4-2	...	..3	(50)	...	...
St. Joseph's College	Collegeville	Joseph B. Kenkel.....	M	Catholic	1894	DN	6-yr.	5	3	42	48	
Kokomo Junior College	Kokomo	George Beauchamp.....	C	Private	1932	ADU	2-yr.	4	1	33	...	
Vincennes University	Vincennes	Walter A. Davis.....	C	Private	1924			6	...	(168)	...	

IOWA

Albia Junior College.....	Albia	W. H. Fasold.....	C	Public	1927	DNU	2-yr.	1	8	42	24	
Boone Junior College.....	Boone	J. R. Thorngren.....	C	Public	1927	D	2-yr.	1	8	40	20	2
Bloomfield Junior College.....	Bloomfield	P. A. Buscemi.....	C	Public	1928	BDU	2-yr.	1	3	28	13	
Britt Junior College.....	Britt	L. J. Thies.....	C	Public	1927	DU	2-yr.	...	5	28	12	
Burlington Junior College.....	Burlington	Ray H. Bracewell.....	C	Public	1920	DU	3-2	1	11	65	51	3
Centerville Junior College.....	Centerville	F. Wayne Hilmer.....	C	Public	1930	B	2-yr.	3	2	40	20	
Chariton Junior College.....	Chariton	F. A. Lunan.....	C	Public	1927	DU	4-2	1	4	25	12	
Clarinda Junior College.....	Clarinda	R. D. Rowley.....	C	Public	1923	ABDU	2-yr.	3	5	35	19	2
Creston Junior College.....	Creston	V. L. Sanders.....	C	Public	1926	ABD	2-yr.	2	9	52	33	
Eagle Grove Junior College.....	Eagle Grove	C. L. McDowell.....	C	Public	1928	BDU	4-2	...	14	57	24	
Elkader Public Junior College.....	Elkader	J. Dale Welsh.....	C	Public	1928	BDU	2-yr.	1	4	17	6	
Ellsworth Junior College	Iowa Falls	Sheridan R. Jones.....	C	Public	1929	ABDU	2-yr.	...	14	55	44	1

** Colored.

* Associate member.

† A division of Emory University.

Institution	Location	Presiding Officer	Co-ed.		Control	Year Or- ganized as Junior College	Ac- credi- tation	Type of Organi- zation	INSTRUCTORS 1931-32		ENROLLMENT 1931-32		
			Men	Women					Full Time	Part Time	Fresh.	Soph.	Spec.
IOWA (Continued)													
Emmettsburg Junior College	Emmettsburg	R. W. Newell	C	C	Public	1930	BDU	2-yr.	...	6	23	22	...
Estherville Junior College	Estherville	J. S. Hilliard	C	C	Public	1924	BDU	2-yr.	4	4	51	31	...
Fort Dodge Junior College	Fort Dodge	K. D. Miller	C	C	Public	1922	BDU	2-yr.	...	...	(116)	64	30
Graceland College	Lamoni	G. N. Briggs	C	C	L.D.S.	1914	BDNU	3-yr.	...	...	82	25	...
Grand View Junior College	Des Moines	S. D. Rodholm	C	C	Dan.Luth.	1924	B	2-yr.	...	...	(25)	14	...
Independence Junior College	Grundy Center	W. H. Rutgers	C	C	Christ.Soc.	1916	AD	6-yr.	5	2	23	11	4
Lennox College	Independence	J. S. Vanderlinden	C	C	Public	1928	DU	2-yr.	...	10	23	11	...
Maquoketa Junior College	Maquoketa	F. V. Laughlin	C	C	Presby.	1922	DU	2-yr.	...	...	(46)	19	7
Marshalltown Junior College	Marshalltown	B. S. Moyle	C	C	Public	1927	BDU	2-yr.	...	9	39	75	...
Mason City Junior College	Mason City	J. James Rae	C	C	Public	1927	ADU	2-yr.	...	10	32	7	...
Mount Mercy Junior College	Cedar Rapids	Sr. M. Ildephonse	C	W	Catholic	1918	BDNU	2-yr.	...	...	(171)	26	1
Mount St. Clare Junior College	Clinton	Mthr. M. P. Carrico	W	W	Catholic	1928	ABDNU	2-yr.	5	3	37	26	5
Muscatine Junior College	Muscatine	Willetta Strahan	C	C	Public	1918	B	2-yr.	4	6	58	18	...
Northwestern Junior College	Orange City	Jacob Heemstra	C	C	Reformed	1929	ABDU	2-yr.	6	2	68	27	...
Ottumwa Heights College	Ottumwa	Lillian V. Hjort	C	C	Public	1925	BDU	4-2	2	7	37	28	...
Red Oak Public Junior College	Red Oak	Sr. H. Marie Roth	W	W	Catholic	1927	ABDNU	2-yr.	10	4	65	45	...
Sheldon Junior College	Sheldon	J. R. Inman	C	C	Public	1926	BDU	4-2	...	6	72	25	...
Tipton Junior College	Tipton	F. H. Chandler	C	C	Public	1922	BDU	4-2	...	6	34	25	...
Waldorf Junior College	Forest City	J. L. Rendahl	C	C	Public	1927	BD	4-2	...	7	33	13	...
Warburg Normal College	Waverly	A. Engelbrecht	C	C	Lutheran	1920	ABDU	4-2	14	...	91	56	...
Washington Junior College	Washington	Harland W. Mead	C	C	Public	1923	ABDU	4-2	6	5	49	24	...
Waukon Junior College	Waukon	B. K. Orr	C	C	Public	1927	BDU	2-yr.	2	4	44	24	...
Webster City Junior College	Webster City	Harry L. Rice	C	C	Public	1926	DU	2-yr.	2	6	34	23	3
									2	6	32	20	...
KANSAS													
Arkansas City Junior College	Arkansas City	E. A. Funk	C	C	Public	1922	ADU	2-yr.	6	16	66	89	18
Central Academy and College	McPherson	Charles A. Stoll	C	C	Free Meth.	1916	ABDU	4-2	3	9	44	19	4
Coffeyville Junior College	Coffeyville	A. I. Decker	C	C	Public	1923	DU	2-yr.	...	...	180	109	...
College of Paola	Paola	Mother J. Schaub	C	C	Private	1924	DU	2-yr.	5	5	21	14	...
El Dorado Junior College	El Dorado	Earl Walker	W	C	Public	1927	BSU	2-yr.	6	5	173	97	...
Friends Bible College	Fort Scott	W. S. Davison	C	C	Public	1919	DU	2-yr.	2	12	152	82	20
Garden City Junior College	Haviland	S. T. Clark	C	C	Friends	1917	DU	4-2	...	4	28	4	...
Highland College	Garden City	Ira O. Scott	C	C	Public	1919	DU	2-yr.	7	1	97	46	...
Hutchinson Junior College	Hutchinson	J. I. Howe	C	C	Private	1922	ADU	2-yr.	6	...	53	27	...
Independence Junior College	Independence	E. R. Stevens	C	C	Public	1928	ABDU	2-yr.	...	6	290	120	...
Iola Junior College	Iola	E. R. Stevens	C	C	Public	1925	ABDU	2-yr.	7	13	237	83	7
Kansas City Junior College	Kansas City	J. F. Fleming	C	C	Public	1923	DU	2-yr.	1	8	85	65	...
Miltonvale Wesleyan College	Miltonvale	C. Floyd Hester	C	C	Public	1923	ADU	4-2	10	9	501	288	12
Parsons Junior College	Parsons	E. F. Farnier	C	C	Wes.Meth.	1909	ADU	4-2	...	...	5	...	...
St. John's College	Winfield	A. M. Rehwindel	C	C	Public	1923	DU	2-yr.	1	15	210	140	40
						1893	A*DU	4-2	...	11	31	22	24

KENTUCKY

Bethel College	Russellville	F. M. Masters	C	Baptist	1921	D	2-yr.	5	...	52	33	31
Bethel Woman's College	Hopkinsville	J. W. Gaines	W	Baptist	1916	ABDSU	4-2	9	...	70	4-2	2
Campbellsville Junior College	Campbellsville	D. J. Wright	C	Baptist	1924	DU	4-2	2	5	135	50	...
Caneby Junior College	Pippapass	Allice S. G. Lloyd	C	Private	1923	ABDU	6-4-4	...	8	49	25	...
Gumberland College	Williamsburg	J. L. Creech	C	Baptist	1916	ABDU	4-2	7	5	146	68	...
Lees Junior College	Jackson	J. O. Van Meter	C	S. Presby.	1925	ABDU	2-yr.	11	2	277	55	2
Lincoln Institute*	Lincoln	Ridge B. Truett	C	Private	1929	S	2-yr.	2	2	15	8	...
Lindsey Wilson Junior College	Columbia	Aaron P. White	C	M.E.Ch.S.	1923	DU	4-2	...	7	153	58	1
Louisville Institute of Technology	Louisville	Arthur L. Ward	M	Y.M.C.A.	1925	ADU	2-yr.	...	8	(157)	...	...
Mt. St. Joseph Junior College	St. Joseph	Mother Thompson	W	Private	1921	ADU	2-yr.	5	2	51	21	14
Nazareth Junior College	Nazareth	Sr. M. Ignatius	W	Private	1921	ADU	4-2	6	7	57	68	3
Paducah Junior College	Paducah	Stanley J. Reeves	C	Private	1932	ADU	2-yr.	...	7	...	...	...
Pikeville Junior College	Pikeville	F. D. McClelland	C	Presby.	1921	BDSU	2-yr.	6	7	288	75	3
St. Catharine Junior College	St. Catharine	Sister Bonaventure	W	Catholic	1931	ADU	2-yr.	1	5	30	7	12
St. Mary's College	St. Mary	Peter J. Ellert	M	Private	1927	U	2-yr.	2	1	9	11	4
Sue Bennett College	London	Kenneth C. East	C	M.E.Ch.S.	1921	ADU	4-2	4	5	182	41	5
Ursuline Sacred Heart Junior Coll.	Louisville	Sr. M. Dolorosa	W	Catholic	1924	ABDU	2-yr.	11	2	126	84	...

LOUISIANA

De LaSalle Normal School	LaFayette	Rev. Bro. August	M	Catholic	1927	D	2-yr.	10	...	20	15	...
Dodd College	Shreveport	A. Q. Burns	W	Baptist	1921	ABDU	2-yr.	8	6	55	36	...
Holy Cross Normal	New Orleans	Mother Liguori	W	Catholic	...	...	...	...	...	...	...	...
New Orleans City Normal	New Orleans	Georgine L. McCoy	W	Public	...	D	...	...	...	...	...	...
Norm. Coll. & Acad. Sacred Heart	Grand Coteau	Mother Fitzwilliam	W	Private	1916	D	2-yr.	4	1	24	21	...
Normal Sch., Sisters of Mercy	New Orleans	Sister Patricia	W	Catholic	...	...	...	...	...	...	...	...
Mount Carmel Normal College	New Orleans	Mother Clare	W	Catholic	...	...	...	...	...	...	...	...
Ouachita Parish Junior College	Monroe	C. C. Colvert	C	Public	1931	A	2-yr.	9	6	377	0	37
St. Vincents College	Shreveport	Sr. M. Constance	W	Private	1921	D	2-yr.	3	4	5	7	...

MAINE

Nasson Institute	Springvale	Dawn N. Wallace	W	Private	1920	...	2-yr.	9	1	(92)	...	...
Ricker Junior College	Houlton	Roy M. Hayes	C	Private	1926	DU	4-1	6	1	34	...	...
Westbrook Junior College	Portland	Marion C. Graves	W	Private	1925	ABDNU	6-yr.	7	2	13	8	...

MARYLAND

Blue Ridge College	New Windsor	E. C. Bixler	C	Ch. of Brn.	1927	AU	2-yr.	7	4	41	28	28
National Park Seminary	Forest Glen	James E. Ament	W	Private	1912	A*	4-2	30	3	(250)	...	...
Princess Anne Academy**	Princess Anne	T. H. Kiah	C	M.E.Ch.	1925	U	2-yr.	7	7	11	7	...
St. Charles College	Catonsville	Eugene I. Harrigan	M	Catholic	1848	DU	4-2	7	25	91	87	...
St. Mary's Female Seminary	St. Mary's City	M. Adele France	W	State	1927	D	4-2	...	9	8	5	...

MASSACHUSETTS

Bradford Junior College	Bradford	Kath. M. Denworth	W	Private	1920	AE	2-yr.	20	6	71	47	...
Burdett College	Boston	F. H. Burdett	C	Private	1925	...	...	...	...	...	...	...
Howard Seminary	W. Bridg'wat'r	Lynn H. Harris	W	Private	1925	...	6-yr.	...	...	(25)	...	...
Lasell Junior College	Auburndale	Guy M. Winslow	W	Private	1851	AE	4-yr.	36	8	101	83	32
Mt. Ida Junior College	Newton	C. F. MacGill	W	Private	1925	...	6-yr.	...	...	(65)	...	...
Nichols Junior College	Dudley	J. L. Conrad	C	Private	1930	E	2-yr.	8	...	52	13	...

* Associate member.

** Colored.

Institution	Location	Presiding Officer	Co-ed. Men Women	Control	Year Or- ganized as Junior College	Ac- credi- tation	Type of Organi- zation	INSTRUCTORS 1931-32		ENROLLMENT 1931-32		
								Full Time	Part Time	Fresh.	Soph.	Spec.
MASSACHUSETTS (Continued)												
Pine Manor Junior College.....	Wellesley.....	Marie W. Potter.....	W	Private	1929	AD	2-yr.	24	16	98	51	2
Rogers Hall.....	Lowell.....	Olive S. Parsons.....	W	Private	1930	A*	1-yr.	...	...	...	...	...
Springfield Junior College.....	Springfield.....	William C. Hill.....	C	Public	1917	....	2-yr.	...	7	44	...	...
Worcester Y.M.C.A. Institute.....	Worcester.....	William A. Lotz.....	M	Y.M.C.A.	1926	....	2-yr.	...	6	40	15	13
MICHIGAN												
Bay City Junior College.....	Bay City.....	Geo. E. Butterfield.....	C	Public	1922	A*NU	2-yr.	6	24	243	96	...
Ferris Institute.....	Big Rapids.....	E. M. Clark.....	C	Private	1914	DU	4-2	...	14	55	9	...
Grand Rapids Junior College.....	Flint.....	W. S. Shattuck.....	C	Public	1923	ADNU	2-yr.	16	6	206	132	...
Highland Park Junior College.....	Grand Rapids.....	Arthur I. Andrews.....	C	Public	1914	ABDN	2-yr.	42	7	576	325	169
Ironwood Junior College.....	Highland Park.....	George I. Altenburg.....	C	Public	1918	ABDN	2-yr.	10	4	167	118	19
Jackson Junior College.....	Ironwood.....	R. Ernest Dear.....	C	Public	1932	D	2-yr.	7	12	178	...	4
Muskegon Junior College.....	Jackson.....	F. J. Dove.....	C	Public	1928	ADU	2-yr.	5	10	157	80	10
Port Huron Junior College.....	Muskegon.....	A. G. Umbreit.....	C	Public	1926	ABDN	2-yr.	12	2	148	97	10
Spring Arbor Junior College.....	Port Huron.....	John H. McKenzie.....	C	Public	1923	ABDN	2-yr.	14	3	150	97	...
Spring Arbor Junior College.....	Spring Arbor.....	Merlin G. Smith.....	C	Free Meth.	1923	AD	4-2	2	7	29	20	...
MINNESOTA												
Concordia College.....	St. Paul.....	Martin Graebner.....	M	Lutheran	1905	AU	4-2	1	10	45	33	...
Duluth Junior College.....	Duluth.....	R. D. Chadwick.....	C	Public	1927	DN	2-yr.	16	5	266	146	...
Ely Junior College.....	Ely.....	J. H. Santo.....	C	Public	1921	ADU	2-yr.	3	5	60	32	10
Hibbing Junior College.....	Eveleth.....	O. H. Gibson.....	C	Public	1918	ADNU	2-yr.	14	7	188	158	20
Itasca Junior College.....	Hibbing.....	H. A. Drescher.....	C	Public	1916	ABDN	4-2	20	11	294	212	62
Park Region Luther College.....	Coleraine.....	H. W. Dutler.....	C	Public	1922	BDU	2-yr.	6	14	98	80	31
Rochester Junior College.....	Fergus Falls.....	Clifford Hutton.....	C	Private	1923	ADU	4-2	...	...	(146)	...	...
St. Paul-Luther College.....	Rochester.....	R. W. Goddard.....	C	Public	1915	ADNU	2-yr.	9	5	91	52	...
Virginia Junior College.....	St. Paul.....	W. F. Schmidt.....	C	Amer.Luth.	1925	AU	4-yr.	...	...	(70)	...	...
Virginia Junior College.....	Virginia.....	F. B. Moe.....	C	Public	1921	ADNU	2-yr.	18	13	213	132	...
MISSISSIPPI												
All Saints' College.....	Vicksburg.....	Mary L. Newton.....	W	Episcopal	1910	A*BDU	4-2	10	...	30	15	4
Bennett Academy.....	Mathiston.....	Jasper Weber.....	C	Methodist	1929	BDU	4-2	4	7	65	16	3
Copiah Lincoln Junior College.....	Newton.....	S. L. Stringer.....	C	Baptist	1908	ABDU	2-yr.	8	2	99	31	...
East Central Junior College.....	Wesson.....	J. M. Ewing.....	C	Public	1928	BDU	4-yr.	8	5	246	105	...
East Mississippi Junior College.....	Decatur.....	R. C. Pugh.....	C	Public	1928	BDU	2-2	10	4	137	85	7
Gulf Park College.....	Scoba.....	J. D. Wallace.....	C	Public	1927	BDU	6-yr.	9	3	67	33	12
Grenada College.....	Gulfport.....	J. G. Cox.....	W	Private	1921	ABDSU	4-2	2	25	83	44	7
Harrison-Stone-Jackson Junior College.....	Grenada.....	J. R. Countiss.....	W	M.E.Ch.S.	1932	BDU	2-yr.	9	2	40	30	...
Hillman College.....	Perkinston.....	C. J. Darby.....	C	Public	1926	AU	4-2	1	12	101	64	6
Hinds Junior College.....	Clinton.....	M. P. L. Berry.....	W	Private	1910	ABU	2-yr.	6	7	50	25	5
Holmes Junior College.....	Raymond.....	G. J. Cain.....	C	Public	1922	ADS	2-2	5	4	125	77	...
Jones County Junior College.....	Goodman.....	M. C. McDaniel.....	C	Public	1925	BDU	3-2	15	4	131	68	...
Mississippi Synodical College.....	Ellisville.....	N. F. Bush.....	C	Public	1927	ABD	6-yr.	...	...	(241)	...	...
Mississippi Synodical College.....	Holly Springs.....	R. F. Cooper.....	W	Presby.	1916	ABDU	4-2	...	7	27	18	4

Northwest Mississippi Junior Coll. Senatobia P. W. Berry
 Pearl River College Poplarville J. F. Stuart
 Southern Christian Institute Edwards John Long
 Southwest Mississippi Junior Coll. Summit J. M. Kenna
 Sunflower Junior College Moorhead J. S. Vandiver
 Whitworth College Brookhaven G. F. Winfield

MISSOURI

Central Wesleyan College Warrenton Ira N. Chiles
 Christian College Columbia Edgar D. Lee
 Cottey Junior College Nevada Mary Rose Prosser
 Flat River Junior College Flat River W. H. Lemmel
 Hannibal-La Grange College Hannibal A. F. Morris
 Hardin Junior College Mexico Blake Smith
 Horner Junior College Kansas City C. E. Evans
 Iberia Junior College Iberia G. Byron Smith
 Jefferson City Junior College Jefferson City William F. Knox
 Junior College of Kansas City Kansas City E. M. Bainter
 Kemper Military School Boonville A. M. Hitch
 Kiddier Institute Kidder G. W. Shaw
 Moberly Junior College Moberly M. F. Beach
 Monett Junior College Monett M. L. Coleman
 Ozark Wesleyan College Carthage Louis M. Potts
 School of Commerce and Finance St. Louis Rev. J. L. Davis
 St. Joseph Junior College St. Joseph Calla E. Varner
 St. Paul's College Concordia Ottomar Krueger
 St. Teresa Junior College Kansas City Mother Marietta
 Southwest Baptist College Bolivar Courts Redford
 Stephens College Columbia J. M. Wood
 The Principia St. Louis Fred E. Morgan
 Trenton Junior College Trenton W. H. McDonald
 Wentworth Military Academy Lexington Sandford Sellers
 William Woods College Fulton E. R. Cockrell

MONTANA

Intermountain Union College Helena Wendell S. Brooks
 Northern Montana College Havre G. H. Vande Bogart

NEBRASKA

Concordia Teachers College Seward C. F. Brommer
 Hebron College Hebron W. H. Hellman
 Luther College Wahoo A. T. Seashore
 McCook Junior College McCook J. C. Mitchell
 Meric College York Sister M. Xavier
 Mt. St. Mary's Colleges Omaha Sister M. Leo
 Omaha "Y" Schools Omaha C. S. Wilson
 Scottsbluff Junior College Scottsbluff Archer L. Burnham

NEW HAMPSHIRE

Colby Junior College New London H. Leslie Sawyer
 * Associate member. ** Colored.

1926	BD	4-yr.	...	...	(86)	...
1923	ABDSU	2-2	...	...	(230)	...
1923	D	4-yr.	...	...	9	10
1929	BD	4-2	4	2	72	6
1926	A*BDU	4-2	...	...	126	84
1927	ABDSU	2-yr.	10	2	68	34
1931	DU	2-yr.	...	...	18	37
1913	ADNU	2-yr.	26	3	130	85
1912	ADU	2-yr.	6	12	38	70
1922	ABDU	4-2	5	6	(130)	...
1917	DU	2-yr.	15	2	169	71
1901	ADU	4-2	...	...	(130)	55
1930	DU	2-yr.	6	8	96	30
1926	AU	4-2	10	...	35	16
1926	ADU	2-yr.	7	5	81	5
1915	ADNU	2-yr.	51	2	932	521
1923	ADNU	4-yr.	7	3	108	42
1923	DU	...	...	...	99	44
1927	U	4-yr.	19	12	65	7
1927	DU	2-yr.	...	...	...	...
1924	DU	2-yr.	...	...	...	...
1910	ADNU	4-yr.	11	8	328	124
1905	ADU	4-2	8	...	33	12
1916	ADU	2-yr.	13	...	125	14
1918	DU	4-2	15	...	106	45
1912	ANU	4-yr.	...	...	(622)	...
1910	ADNU	4-2	9	9	99	61
1925	DU	2-yr.	...	...	(65)	...
1923	ANU	2-yr.	11	...	65	34
1919	ADNU	2-yr.	15	1	157	77
1889	NW	...	...	...	174	58
1929	ADN	2-yr.	13	2	...	...
1904	ADU	4-2	9	2	53	32
1925	ADU	4-2	6	4	34	26
1927	BDU	6-yr.	4	7	62	24
1926	ADU	2-yr.	5	...	65	39
1920	DU	2-yr.	...	...	(40)	...
1923	DU	2-yr.	6	7	52	30
1927	...	2-yr.	...	12	100	50
1932	DU	2-yr.	4	...	30	19
1928	ADU	4-yr.	20	3	95	44

§ Affiliated with Creighton University.

† Lower division of four-year college.

** Colored.

Institution	Location	Presiding Officer	Co-ed. Men Women	Control	Year Or- ganized as Junior College	Ac- credi- tation	Type of Organi- zation	INSTRUCTORS 1931-32		ENROLLMENT 1931-32		
								Full Time	Part Time	Fresh.	Soph.	Spec.
NEW JERSEY												
Centenary Collegiate Institute.....	Hackettstown	R. J. Trevorrow...	W	M.E.Ch.	1929	AD	4-2	4	14	33	18	4
Le Master Institute.....	Asbury Park..	W. P. Steinhäuser.	M	Private	1926	A*D	2-yr.	5	2	22	20	3
NEW MEXICO												
New Mexico Military Institute.....	Roswell	D. C. Pearson.....	M	State	1914	ADU	4-2	14	2	138	80	...
NEW YORK (see note below)												
Bennett School	Millbrook	Courtney Carroll ..	W	Private	1890	...	...	...	...	(100)	...	...
Briarcliff	Br'cliff Manor	Doris L. Flick.....	W	Private	1929	A	4-2	4	8	34	11	...
A. & M. Chesbrough Sem. & Jr. Coll.	North Chili	Ernest T. Staines.	C	Free Meth.	1921	...	4-2	3	3	28	16	8
Concordia Collegiate Institute.....	Bronxville	George A. Romoser.	M	Lutheran	1910	...	2-2	...	...	(29)	...	...
Highland Manor	Tarrytown	E. H. Lehman.....	W	Private	1923	A	...	...	...	(10)	...	...
Knox School	Cooperstown	Mrs. C. R. Houghton	W	Private	1921	A	4-2	...	8	11	14	...
Mason Collegiate School.....	Tarrytown	Miss C. E. Watson.	W	Private	1896	A	4-2	...	...	20	11	24
Packer Collegiate Institute.....	Brooklyn	J. H. Denbigh.....	W	Private	...	...	4-2	3	21	81	57	2
Sarah Lawrence College.....	Bronxville	Constance Warren ..	W	Private	1926	D	2-yr.	32	12	133	93	13
Seth Low Junior College†.....	Brooklyn	E. J. Allen.....	C	Private	1928	AD	2-yr.	...	...	(441)	...	...
NORTH CAROLINA												
Belmont Abbey Junior College.....	Belmont	Rev. C. P. Selhuber	M	Private	1931	DU	6-yr.	5	3	35	12	4
Biltmore Junior College.....	Asheville	W. H. Jones.....	C	Public	1927	D	2-yr.	7	1	40	57	0
Boiling Springs Jr. College.....	Boiling Sprgs.	O. P. Hamrick.....	W	Baptist	1928	BD	2-yr.	...	...	(98)	...	...
Brick Junior College**.....	Bricks	John C. Wright.....	C	Congr.	1925	DS	2-yr.	2	12	49	30	16
Campbell College	Buies Creek...	J. A. Campbell.....	C	Baptist	1926	D	4-2	9	7	126	70	6
The Collegiate Institute.....	Mt. Pleasant	G. F. McAllister.....	M	Private	1903	DU	3-2	6	3	35	15	1
Davenport College for Women.....	Lenoir	W. A. Jenkins.....	W	M.E.Ch.S.	1855	ABDU	2-2	10	...	31	40	...
Ebenezer Mitchell Junior College.....	Misenheimer	Caroline F. Youngs	C	Methodist	1928	DU	4-2	3	4	36	6	...
Elizabeth City Normal School**.....	Elizabeth City	J. H. Bias.....	C	Public	1924	D	2-yr.	11	...	106	75	...
Kittrell College**.....	Kittrell	D. K. Cherry.....	C	A.M.E.Ch.	1930	D	4-2	...	...	(50)	...	...
Lees-McRae College	Banner Elk...	Edgar H. Tufts.....	C	Presby.	1929	ADU	4-2	1	8	122	33	2
Louisburg College	Louisburg	A. D. Wilcox.....	W	M.E.Ch.S.	1855	ABDU	2-2	...	...	79	28	72
Mars Hill College	Mars Hill	R. L. Moore.....	C	Baptist	1921	ABDSU	4-yr.	15	7	249	171	4
Mitchell College	Statesville	Mrs. W. B. Ramsay	W	Presby.	1925	ABDU	2-2	7	3	45	44	23
Montreat Normal School	Montreat	S. L. Woodward.....	W	Presby.	1916	D	4-2	1	8	25	18	...
Peace Junior College for Women.....	Raleigh	William C. Pressly	W	Presby.	1917	ABDU	6-yr.	3	9	72	58	...
Pinecland Junior College.....	Salem	Mr. & Mrs. W. J. Jones	W	Private	1926	D	4-2	5	2	31	23	37
Presbyterian Junior Coll. for Men.....	Maxton	R. A. McLeod.....	M	Presby.	1929	BDU	4-2	...	...	(78)	...	...
Rutherford College	Rutherford	L. S. Weoner.....	C	M.E.Ch.S.	1900	BDU	4-yr.	1	7	86	95	...
St. Mary's School & Junior College.....	Raleigh	Mrs. E. Cruikshank	W	Episcopal	1927	ABDSU	6-yr.	5	8	57	28	21
Weaver College	Weaverville	C. H. Trowbridge...	C	M.E.Ch.S.	1912	ABDU	2-yr.	...	2	82	32	63
Wingate Junior College.....	Wingate	Coy Muckle.....	C	Baptist	1924	ABDU	4-2	15	3	140	95	50
St. Genevieve-of-the-Pines	Asheville	Mother M. L. Lorin	W	Private	...	...	...	...	...	...	...	...

NORTH DAKOTA

North Dakota School of Forestry..... Botineau F. E. Cobb.....
North Dakota School of Science..... Wahpeton E. F. Riley.....

OHIO

Cincinnati Y.M.C.A. Coll. of Com... Cincinnati L. G. Nichols.....
Dayton Y.M.C.A. Jr. Coll. of Com... Dayton G. H. McConaughy.....
Fenn College, Evening Div... Cleveland C. V. Thomas.....
Junior College of Univ. of Toledo... Toledo H. J. Doermann.....
Office Training School... Columbus R. E. Hoffines.....
Lower Division, Adelbert College... Cleveland W. D. Troutman.....
Nash Junior College... Cleveland Paul E. Williams.....
Paulding College... Paulding O. B. Cole.....
Rio Grande College... Rio Grande William A. Lewis.....
Tiffin Business University... Tiffin F. J. Miller.....
Urbana Junior College... Urbana Rev. Russell Eaton.....
Wittenberg-Dayton Sch. Lib. Arts... Dayton William S. Segar.....
Y.M.C.A. College... Columbus C. M. Roubenush.....

OKLAHOMA

Altus Junior College... Altus Powell Boyd.....
Bacone Junior College... Bacone B. D. Weeks.....
Bartlesville Junior College... Bartlesville Paul C. Norvell.....
Bristow Junior College... Bristow E. H. Black.....
Cameron State School of Agric... Lawton C. M. Conwill.....
Connors State School of Agric... Warner H. C. King.....
Eastern Oklahoma College... Wilburton E. E. Tourtellotte.....
Monte Cassino Junior College... Tulsa Sister M. Hildegarde.....
Murray State School of Agric... Muskogee Clive E. Murray.....
Muskogee Junior College... Muskogee Bessie M. Huff.....
Northeastern Oklahoma, Jr. College... Miami Lloyd B. Drake.....
Oklahoma Military Academy... Claremore W. E. Downs.....
Oklahoma Presbyterian College... Durant E. Hotchkin.....
Oklmulgee Junior College... Okmulgee F. Lyman Tibbits.....
Sapulpa Junior College... Sapulpa E. H. McCune.....
Seminole Junior College... Seminole John H. Mitchell.....
University Prep. School & Jr. Coll... Tonkawa R. R. Robinson.....

OREGON

Mt. Angel College... St. Benedict... Rev. Alcuin Heibel.

PENNSYLVANIA

Alliance College... Cambridge Spg. E. Kuberski.....
Erie Junior College... Erie W. W. D. Sonos.....
Johnstown Junior College... Johnstown Stanton C. Crawford.....
Ogontz School... Rydal Abby A. Sutherland.....
Penn Hall... Chambersburg F. S. Magill.....
Uniontown Junior College... Uniontown Kendall S. Tesh.....
Williamsport Dickinson Seminary... Williamsport John W. Long.....

* Associate member.

† Branch of Columbia University.

** Colored.

NOTE. The Board of Regents in New York recognizes as junior colleges only those institutions that have been regularly chartered as such. This list includes a number of schools not regularly chartered but doing two years of college work.

Institution	Location	Presiding Officer	Co-ed. Men Women	Control	Year Of- ganized as Junior College	Type of Ac- credi- tation Organi- zation	INSTRUCTORS 1931-32 Full Time	Part Time	Fresh.	Soph.	Spec.
RHODE ISLAND											
East Greenwich Academy.....	E. Greenwich..	Ira W. LeBaron....	C	M.E.Ch.	1931	....	4-2	...	(25)	...	...
SOUTH CAROLINA											
Anderson College	Anderson	Annie D. Denmark.	C	Baptist	1930	ABDU	2-2	9	85	48	67
Textile Industrial Institute.....	Spartanburg ..	R. B. Burgess.....	C	M.E.Ch.S.	1927	AD	4-2	4	35	15	..
Wesleyan Methodist College.....	Central	Arthur L. Vess.....	C	Wes.Meth.	1928	D	6-yr.	4	20	11	2
SOUTH DAKOTA											
All Saints' Junior College.....	Sioux Falls ..	H. J. Kuhlmann....	W	Private	1927	D	4-2	..	..	..	..
Eureka Lutheran College.....	Eureka	John D. Unruh....	C	Lutheran	1927	U	4-2	7	22	11	..
Freeman Junior College	Freeman	Msgr. J. M. Brady..	W	Methodist	1922	D	2-yr.	6	60	40	..
Notre Dame Junior College.....	Mitchell	O. J. Tiede.....	C	Private	1923	DU	..	..	..	..	..
Redfield College	Redfield	Wessington Sp.	C	Free Meth.	1918	ABDU	4-2	8	52	13	8
Wessington Springs Junior College.....	Wessington Sp.	Harry B. Ansted...	C	Free Meth.	1918	ABDU	4-2	..	..	..	..
TENNESSEE											
Austin Peay Normal	Clarksville ..	P. P. Claxton.....	C	Public	1929	DU	2-yr.	19	132	57	6
Burritt College	Spencer	H. E. Scott.....	C	Ch. of Chr.	1928	4-2	..	6	(70)	..	..
David Lipscomb College.....	Nashville	Russell Baxter....	C	Ch. of Chr.	1922	ABDU	4-2	18	129	61	..
Freed-Hardeman College	Henderson	N. B. Hardeman....	C	Ch. of Chr.	1925	ABD	4-2	10	215	71	42
Hiwassee College	Madisonville ..	J. M. Calston.....	C	M.E.Ch.S.	1908	ABDSU	6-yr.	11	117	77	3
Martin College for Girls.....	Pulaski	Sinclair Daniel....	W	M.E.Ch.S.	1914	ABDU	4-2	14	77	16	0
Morristown Norm. & Indus. Coll.**	Morristown ..	O. B. Chasell.....	C	M.E.Ch.	1910	D	6-yr.	3	21	10	11
Nashville Agric. & Normal Inst.†	Madison	E. A. Sutherland....	C	Private	1929	ABDSU	4-2	18	112	74	11
Southern Junior College.....	Collegedale ..	H. J. Klooster.....	C	7th-Day Ad.	1916	...	4-2	..	(80)	..	..
Swift Memorial College**.....	Rogersville ..	C. E. Tucker.....	C	Church	1929	DS	2-yr.	3	16	12	..
Tennessee Wesleyan College	Athens	James L. Robb....	C	M.E.Ch.	1906	ABDSU	2-yr.	15	216	97	..
Trivecca College	Nashville	C. E. Hardy.....	C	Nazarene	1923	BD	4-2	5	39	16	5
Univ. of Tennessee Junior College.....	Martin	C. P. Claxton.....	C	State	1927	DU	2-yr.	14	182	85	94
Ward-Belmont School	Nashville	John W. Barton....	W	Private	1913	ABDSU	4-2	31	220	117	61
TEXAS											
Amarillo Junior College.....	Amarillo	B. E. Masters.....	C	Public	1929	ABDU	2-yr.	16	289	132	74
Blinn Memorial College.....	Brenham	A. A. Grusendorf....	C	M.E.Ch.	1927	BDU	4-yr.	10	107	23	47
Brownsville Junior College.....	Brownsville ..	G. W. Gotke.....	C	Public	1926	ABDSU	2-yr.	5	151	42	31
Butler College**.....	Tyler	J. V. McClellan....	C	Baptist	1928	D	4-2	..	(69)	..	..
Carroll College	San Antonio..	H. T. Carroll.....	W	Private	1926	BDU	2-yr.	..	(40)	..	..
Clarendon Junior College.....	Clarendon ..	H. R. Burton.....	C	Public	1927	BDU	2-yr.	2	42	16	..
Clifton College	Clifton	C. Tyssen.....	C	Lutheran	1922	ABDU	6-yr.	..	47	22	8
Decatur Baptist College.....	Decatur	J. L. Ward.....	C	Baptist	1898	D	2-yr.	..	(128)	..	..
Edinburg Junior College.....	Edinburg	R. P. Ward.....	C	Public	1927	ABDU	2-yr.	8	122	81	10
Gainesville Junior College.....	Gainesville ..	H. O. McCain.....	C	Public	1924	ABDU	2-yr.	3	64	36	21
Hillsboro Junior College.....	Hillsboro	L. W. Hartsfield...	C	Public	1924	ABD	2-yr.	6	111	66	13
Houston Junior College	Houston	N. K. Dupre.....	C	Public	1927	ABDU	2-yr.	19	434	94	215

Houston Colored Junior College**	Houston	J. T. Fox	C	Public	1927	BD	2-yr.	7	8	160	67	109
Jacksonville College	Jacksonville	B. J. Albritton	C	Baptist	1916	ABDU	2-yr.	7	2	66	34	4
Jarvis Christian College	Hawkins	J. N. Ervin	C	State	1926	D	4-2	...	6	16	18	...
John Tarleton Agric. College	Stephenville	J. Thomas Davis	C	Disc.	1917	ABDS	4-yr.	...	...	(800)	...	...
Kidd-Key College & Conservatory	Sherman	Edwin Kidd	W	M.E.Ch.S.	1915	BD	6-yr.	...	12	18	...	91
Lamar College	Beaumont	C. W. Bingham	C	Public	1922	BDSU	2-yr.	12	4	175	128	...
Lon Morris College	Jacksonville	H. T. Morgan	C	M.E.Ch.S.	1873	ABDU	4-yr.	12	4	109	70	64
Lutheran Junior College	Seguin	W. F. Kraushaar	C	Lutheran	1928	ABDU	4-yr.	10	3	40	35	2
Mary Allen Seminary**	Crockett	B. R. Smith	W	Presby.	1925	DS	4-2	7	2	40	21	64
North Texas Jr. Agric. College	Arlington	E. E. Davis	C	State	1917	D	4-yr.	45	...	(348)	...	...
Paris Junior College	Paris	J. R. McLenore	C	Public	1924	ABDU	2-yr.	8	4	178	57	61
Paul Quinn College**	Waco	Dean Mohr	C	A.M.E.	1928	A*D	1-2	8	...	60	22	...
Randolph College	Cisco	Lee Clark	C	Christian	1924	ABD	2-2	7	...	45	30	...
Ranger Junior College	Ranger	R. F. Holloway	C	Public	1926	ABD	2-yr.	...	...	(51)	...	...
St. Philip's Junior College	San Antonio	Rt. Rev. W. T. Capers	C	Episcopal	1927	A*D	2-2	8	...	64	41	...
San Angelo College	San Angelo	Felix E. Smith	C	Public	1928	BD	2-yr.	9	...	126	68	34
San Antonio Junior College	San Antonio	J. E. Nelson	C	Public	1925	ABDU	2-yr.	13	1	164	59	65
Schreiner Institute	Kerrville	J. J. Delaney	M	Presby.	1924	ABD	4-2	10	6	111	58	...
Southwestern Junior College	Keene	Chester E. Kellogg	C	7th-Day Ad.	1917	BDU	4-2	...	...	40	16	2
Temple Junior College	Temple	L. C. Procter	C	Public	1926	BDU	2-yr.	...	6	108	40	2
Texarkana Junior College	Texarkana	H. W. Stilwell	C	Public	1927	ABDSU	2-yr.	3	8	92	44	20
Texas Military College	Terrell	Mrs. L. C. Perry	M	Private	1915	ADU	4-2	1	11	49	29	4
The College of Marshall	Marshall	F. D. Groner	C	Baptist	1918	ABDU	2-2	10	2	189	50	28
Tyler Junior College	Tyler	J. M. Hodges	C	Public	1926	ABDSU	2-yr.	5	6	89	36	...
Victoria Junior College	Victoria	V. L. Griffin	C	Public	1925	ABDU	2-yr.	3	8	90	51	2
Victory College	Fort Worth	G. W. McDonald	W	Private	1909	ABDU	4-2	...	...	...	...	...
Wayland Baptist College	Plainview	R. G. Bogar	C	Baptist	1921	ABDU	2-yr.	12	...	155	80	30
Weatherford College	Weatherford	George B. Jackson	C	M.E.Ch.S.	1905	ABDU	2-yr.	12	...	146	92	40
Wesley College	Greenville	Wayland P. Moody	C	Meth.Prot.	1917	ABDU	2-2	6	3	71	45	17
Westminster College	Tehuacana	W. W. Jackson	C	M.E.Ch.S.	1894	ABDSU	4-2	29	...	88	72	34
Westmoorland College	San Antonio	W. W. Reherd	C	Public	1922	ADU	3-2	5	9	151	40	...
Wichita Falls Junior College	Wichita Falls	S. H. Rider	C	Public	1913	D	3-2	20	2	116	58	33
Branch Agricultural College	Cedar City	Henry Oberhansley	C	State	1923	ADU	2-2	7	2	47	39	15
Dixie College	St. George	Joseph K. Nicholes	C	L.D.S.	1922	ADUW	2-yr.	16	...	141	90	...
Snow College	Ephraim	Milton H. Knudsen	C	State	1922	ADUW	2-yr.	14	12	529	170	43
Weber College	Ogden	Aaron Ward Tracy	C	L.D.S.	1914	DU	3-2	...	...	86	39	...
Westminster College	Salt Lake City	Rev. H. W. Reherd	C	Presby.	1931	A*U	4-2	2	12	61	1	7
Green Mountain Junior College	Poultney	Jesse P. Bogue	C	M.E.Ch.	1912	ABDSU	4-2	16	6	120	80	140
Averett College	Danville	J. W. Cammack	W	Baptist	1915	ABDU	4-2	7	10	80	42	28
Blackstone College for Girls	Blackstone	W. B. Gates	W	M.E.Ch.S.	1922	ABDU	3-2	9	3	117	68	12
Bluefield College†	Bluefield	W. Va. J. Taylor Stinson	C	Baptist	...	...	...	...	...	...	...	...

* Associate member.

† Operating as a four-year college.

‡ The college is located in Virginia, the post office in West Virginia.

Institution	Location	Presiding Officer	Co-ed. Men Women	Control	Year Or- ganized as Junior College	Ac- credi- tation	Type of Organi- zation	INSTRUCTORS 1931-32		ENROLLMENT 1931-32		
								Full Time	Part Time	Fresh.	Soph.	Spec.
VIRGINIA (Continued)												
Eastern Mennonite School.....	Harrisonburg	Amos D. Wenger....	C	Mennonite	1921	D	4-2	2	8	16	21	...
Fairfax Hall	Waynesboro	Frances Maxwell....	W	Private	1932	ABDU	6-yr.	...	...	12	...	...
Marion Junior College.....	Marion	E. H. Copenhaver....	W	Lutheran	1912	ABDU	4-2	...	6	47	25	31
Norfolk Division, William & Mary	Norfolk	H. E. Timmerman....	C	Public	1930	...	...	...	...	...	...	...
St. Paul Junior College.....	Lawrenceville	J. Alvin Russell....	C	Episcopal	1926	D	2-yr.	3	3	26	6	9
Shenandoah College	Dayton	Vernon Lee Phillips...	C	U.Breth.	1921	ABDU	4-yr.	14	2	35	15	32
Southern College	Petersburg	Arthur Kyle Davis...	W	Private	1862	ABDU	4-2	10	5	30	20	...
Sullins College	Bristol	W. E. Martin.....	W	Private	1917	ABDSU	6-yr.	8	2	130	74	20
Virginia Interment	Bristol	H. G. Noffsinger....	W	Baptist	1912	ABDSU	4-2	6	6	178	94	61
Virginia Theological Sem. & Coll.**	Lynchburg	Vernon Johns	C	Baptist	...	...	...	...	...	...	...	...
WASHINGTON												
Centralia Junior College.....	Centralia	Clyde G. Campbell....	C	Public	1925	ADU	2-yr.	3	5	80	40	...
Grays Harbor Junior College.....	Aberdeen	Lewis C. Tidball....	C	Public	1930	DU	2-yr.	7	2	120	55	...
Mount Vernon Junior College.....	Mount Vernon	Charles H. Lewis....	C	Public	1926	BDUW	4-2	1	6	90	25	...
Pacific Lutheran College.....	Parkland	O. A. Tingelstad....	C	Norw.Luth.	1921	ADU	4-2	8	7	80	67	42
St. Martin's College.....	Lacey	Lambert Burton	M	Catholic	1895	U	4-2	5	6	41	11	21
Yakima Valley Junior College.....	Yakima	Elizabeth Prior	C	Public	1928	ADU	2-yr.	7	4	111	40	4
Moran Junior College.....	Bainbridge Is.	Philip D-B. Perham	M	Private	1932	U	3-2	4	1	...	...	...
WEST VIRGINIA												
Alderson-Broadus College	Philippi	W. W. Trent.....	C	Baptist	1932	BDU	4-2	9	5	69	48	16
Greenbrier College	Lewisburg	F. W. Thompson....	W	Private	1924	BDU	4-yr.	5	2	30	20	40
Potomac State School	Keyser	Jos. W. Stayman....	C	State	1923	ADNU	2-yr.	19	...	185	116	...
Storer College**	Harpers Ferry	H. T. McDonald....	C	Baptist	1921	D	4-2	5	9	34	17	...
WISCONSIN												
Concordia College	Milwaukee	G. C. Barth.....	M	Evan.Luth.	1881	...	...	...	...	(80)	...	...
Edgewood Jr. Coll. of Sac. Heart.....	Madison	Sr. M. Lauretina....	W	Catholic	1927	U	2-yr.	2	5	25	23	...

JUNIOR COLLEGES IN THE INSULAR POSSESSIONS OF THE UNITED STATES

JUNIOR COLLEGES IN FOREIGN COUNTRIES

ARGENTINA

River Plate Junior College.....Puiggari,F.C.E.J. S. Marshall..... C 7th-Day Ad. 1916 2 48

DOMINION OF CANADA

Canadian Junior College.....Coll. Hts., Alta.C. O. Smith..... C 7th-Day Ad. 1919 (48) ...
Oshawa Missionary College.....Oshawa, Ont..C. W. Degering..... C 7th-Day Ad. 1916 2 48

GREECE

American Junior College for Girls..Ellenika Minnie B. Mills.... W Congr. 1923 DU 6-yr. 14 12 7 2 48
(Athens)

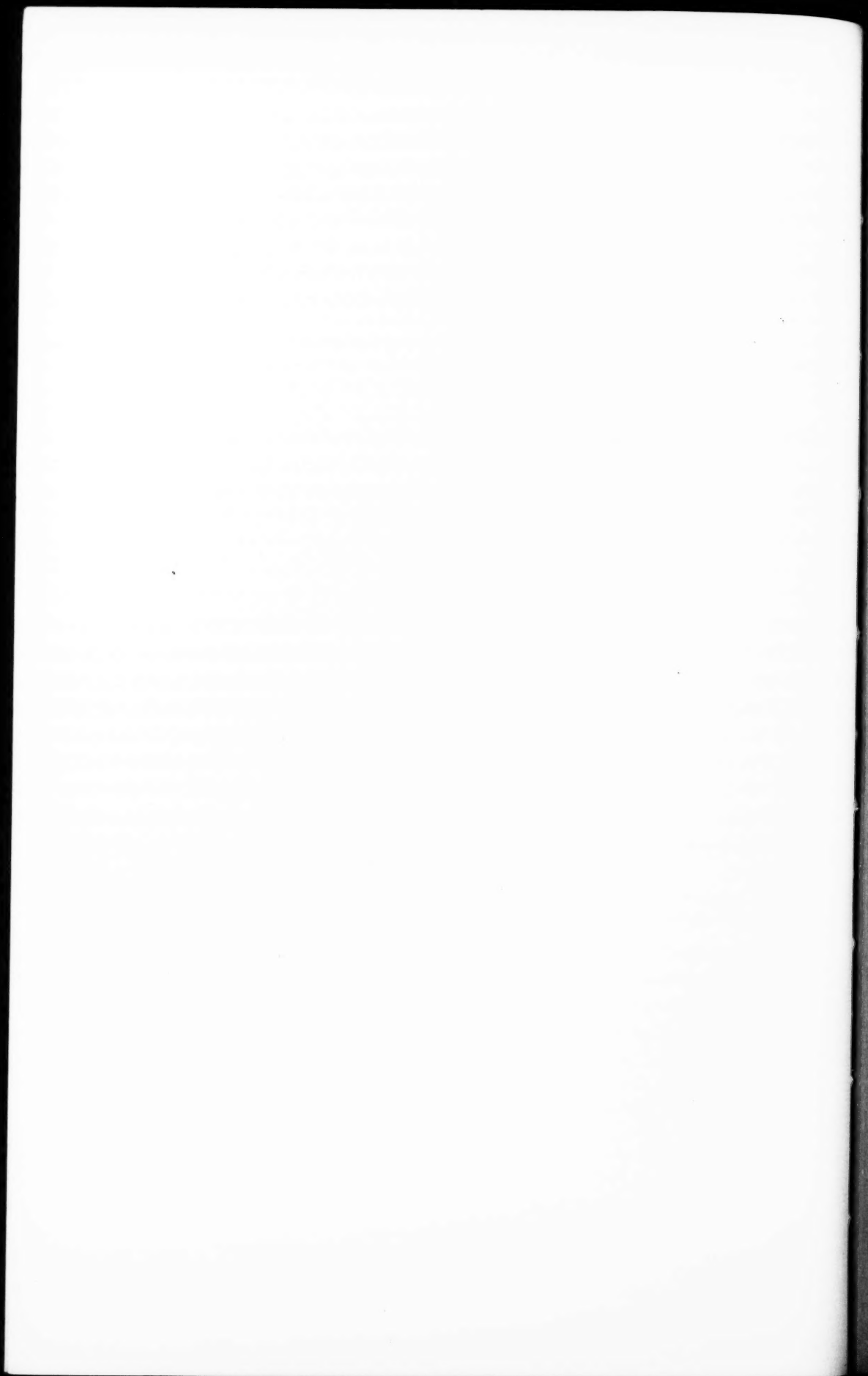
INDIA

Vincent Hill School and Jr. Coll...MussoorieI. F. Blue..... C 7th-Day Ad. 1926 D 4-2 ... (9) ...

JAPAN

Japan Junior College.....Haraha, Andrew N. Nelson... C 7th-Day Ad. 1931 D 3-2-2 3 ... 4 ...
Chiba Ken

§ Operated as extension of the College of William and Mary. ** Colored.



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